CA4 ON HBL W26 A35
1985, July--December

URBAN/MUNICIPAL

AGENDAS...EDUCATION
MANAGEMENT COMMITTEE
Board of Education

URBAN/MUNICIPAL

CA4 ON HBL W26
A32
1985

# AGENDA

## EDUCATION MANAGEMENT COMMITTEE

## 1985 07 02

Confirmation of the minutes of the last regular meeting.

## GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Purchase or Lease of Holy Rosary School.
3. Report from the Officials re: Marc Garneau Visit.
4. Coalition of Public Education - requested by Trustee Cunningham.
5. Report of the Affirmative Action Committee.
6. Report of the Communications Advisory Committee.
7. Report of the Special Education Advisory Committee???

## PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Early Childhood Education - Early Primary Education (tabled from June E.M.C. - 1985 06 04).
2. Report of the Special Education Advisory Committee (referred from June E.M.C. - 1985 06 04).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: Study in Individual Differences in Reading Skills.
3. Transportation for Students in the Gifted Program - requested by Trustee Cunningham.
4. Report of the Trainable Retarded Children's Advisory Committee.
5. Report of the Special Education Advisory Committee???

**PART I**

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Request for Section 16 - Education Program - St. Joseph's Hospital.

3. Report of the French Language Advisory Committee.

4. Report of the Special Education Advisory Committee???

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1095 07 02

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

## GENERAL

I have the honour to present the following recommendations for your approval:

**Superintendent of Curriculum and Special Services**

(a) That three English Consultants attend the "Ontario Council of Teachers' of English Conference, The Balancing Act", to be held at Toronto, Thursday evening, 1985 10 24 to Saturday, 1985 10 26, and that $125 each be paid towards registration and expenses.

(b) That the Supervisor of Physical and Health Education attend the "Effective Team Building Seminar" to be held at Toronto, Wednesday, 1985 09 18 to Friday, 1985 09 20, and that the registration fee be paid.

**Superintendent of Operations**

(a) That the appointment of Mr. Eric Hipkiss, Acting Consultant (Intellectual Exceptionalities) Special Education Department, be extended for an additional one-year term, effective 1985 09 01 to 1986 06 30, with salary according to schedule.

**Associate Superintendent of Curriculum and Special Services**

(a) That up to two staff members of the Outdoor Education Department attend the Council of Outdoor Educators of Ontario Conference to be held at London from Saturday, 1985 09 27 to Monday, 1985 09 29, and each receive $180 towards the cost of registration and expenses.

(b) That the Supervisor of Adjustment Services attend, as a presenter, the International Association of Pupil Personnel Workers' Annual Conference to be held at Chicago, Illinois, from Monday, 1985 10 27 to Friday, 1985 10 31, and that his expenses be paid according to policy.

(c) That one Psychological Consultant attend the workshops on Teaching Gifted Students to be held at Toronto, Thursday, 1985 09 05 to Saturday, 1985 09 07 and that $195 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

# REPORT OF THE

# AFFIRMATIVE ACTION COMMITTEE

## 1985 06 24

Present: Miss M. Cunningham (Chairman)
Trustees Varrassao and Van Horne.

Also Present: Trustees Baskin, Clarke, Lowe and Mulholland.

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator)
Miss S. Wilson (Personnel Assistant)

The Committee recommends:

## GENERAL

1. That the members of the Affirmative Action Committee invite representatives from the District 8, Status of Women Committee (O.S.S.T.F.), the Hamilton Women Teachers' Association (H.T.F.), A.E.F.O., C.U.P.E., Local 1344 and the Non-Union Clerical Association to sit on this committee as non-voting members but with full participations in discussions.

2. That the Board of Education for the City of Hamilton adopt the following as a formal policy on Affirmative Action:

   (a) That the Hamilton Board of Education adopt an affirmative action policy and program to establish, realize and monitor equal employment opportunities for men and women.

   (b) That this program encompass equal opportunities for preparation for advancement and equal opportunity for appointment to all positions, including positions of added responsibility.

   (c) That the following definition of Affirmative Action be adopted by the Hamilton Board of Education: "A program of activities designed to establish, realize and monitor equal employment opportunities for men and women: equal opportunity for advancement and promotion to all positions of responsibility, equal preparation for advancement, and appointment to positions of responsibility and authority".

Respectfully submitted,

Miss Margaret Cunningham,

Chairman.

Committee Room,
1985 06 24.

# REPORT OF THE

# COMMUNICATIONS ADVISORY COMMITTEE

Present: Mr. B. Allen (Chairman);
Trustees Clarke, Paikin and Van Horne.

Also Present: Trustees Baskin, Bell, Kennedy and Mulholland.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. N. Forster (Information Officer).

The Committee recommends:

## GENERAL

1. That the joint in-service programme relating to the Board's school system's public relations plan and sponsored by the O.P.S.T.F. be endorsed by the Board.

2. That the distribution of the needs assessment survey be approved, and that such a survey be undertaken at an appropriate time.

3. That information sheets be developed to inform parents and the general public of special education programs including the gifted program and that these information sheets be made available in appropriate agencies and be displayed at all school and educational functions.

Respectfully submitted,

Mr. B. Allen,
Chairman.

Committee Room,
1985 06 25.

1985 07 02

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

**RE: DRAFT REPORT AND RECOMMENDATIONS OF THE MINISTRY OF EDUCATION'S EARLY PRIMARY EDUCATION PROJECT**

**Background:**

In June, 1985 a report was prepared for the Board in which A.L.S.B.O.'s draft response to the **Early Primary Education Project** was presented along with reactions of the staff of this Board to the report and its directions.

Following directions from that meeting the officials have examined the implications for this Board of the report and outline two main concerns:

**Implications of the Early Primary Education Project to This Board**

It would appear that to implement several of the recommendations, more human and monetary resources will be required. The following recommendations certainly would so indicate: numbers 1, 3, 6, 10 13 and 21. As was indicated in the June report to the Board, funding implications could become a real problem for this and other boards if alternate or expanded funding sources are not found.

Because of the in-depth training that colleges of applied arts and technology are now providing in the field of early childhood education and because of the very real possibility of closer liaison and training integration between the colleges and the university in pre-service to primary education, the time appears to have arrived to have the Ministry seriously consider alternative routes to teachers' certification for Junior and Senior Kindergarten.

The A.L.S.B.O reactions to the report are supported by the administration; they appear to capture concerns voiced by staff and by trustees at committee and board meetings in recent months.

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Recommendations:

1. That the policy to be established by the Government of Ontario relative to an increased emphasis on early primary education include a substantial, ongoing financial commitment on the part of that government.

2. That the Ministry of Education seriously consider alternative routes to teachers' certification for Junior and Senior Kindergarten.

3. That the A.L.S.B.O. response to the Early Primary Education Report be supported.

Prepared and Submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 06 26.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mr. Richard Simpson be appointed to the position of Acting Vice-Principal of an Elementary School, effective 1985 09 01, with salary according to schedule.

(b) That the following teachers be appointed to the Probationary Staff, effective 1985 09 01, with salaries according to schedule:

Mrs. Aileen Allore (.5)
Mrs. Jane Arthrell (.5)
Mr. Charles Buttle
Ms. Heather Cavanagh
Mrs. Elaine Chrystman
Mrs. Diane Clark
Mrs. Janet Dove
Miss Sandra Easterbrook (.7)
Miss Sandra Dowhan (.9)
Mr. James Geier
Mrs. Jaroslawa Hrynyk
Mrs. Wendy Milton
Mrs. Rita More (.5)
Mr. Ferdinand Numan (.5)
Mrs. Elaine Panting
Mrs. Adele Rayment
Mr. Christopher Rothwell
Mrs. Rhona Trott
Miss Patricia Vernon
Mr. Ian Waltenbery
Miss Jennifer Wilson
Mrs. Sharon Zabrok
Mrs. Joy Warner (.5)

(c) That the following teachers be re-appointed to the Probationary Staff, effective 1985 09 01, with salaries according to schedule:

Mrs. Linda Bilenki
Miss Maria Carbone
Mrs. Dale Cornish
Miss Louise-Carol Demers
Miss Sandra Harley
Mr. Ervin Hildebrandt
Mr. Brian Johnston (.5)
Miss Laura Kostur
Mr. Silvio Massicci
Mr. Alan Moorhead
Mrs. Darlene Owen
Mrs. Carol Phillips (.5)
Mrs. Priscilla Potvin
Mr. Colin Rees
Miss Helen Senson
Miss Heather Thomson (.5)
Mrs. Linda Walker

(d) That the following teachers be appointed to the Permanent staff, effective 1985 09 01, with salaries according to schedule:

Mrs. Linda Blunsdon
Mrs. Lynne Davies (.5)
Mrs. Lynn Knapp (.5)
Mrs. Joan Morrell (.5)
Mr. Keith Muldoon
Mrs. Priscilla Skoropada
Mrs. Kathleen Watters

(e) That the following teachers be transferred from the Probationary Staff to the Permanent Staff, effective 1985 09 01, with salaries according to schedule:

Mrs. Patricia Allan
Mrs. Jean Barber
Mr. Bruce Buffett
Mrs. Theresa Cardey
Mrs. Marcella Cartwright
Miss Marjorie Christie
Mrs. Sandra Cole
Mrs. Julie Conlon
Miss Helen Donohoe
Mrs. Rhonda Findlay-Panasdir
Miss Ann Forbeck
Mr. Gary Greer
Miss Anna Kachmar
Mrs. Donna Kehoe
Miss Debra-Ann Kumita
Mrs. Isabella Marchese
Mrs. Michele Miles
Mrs. Bonnie Munn
Mrs. Deborah Ondercin-Bourne
Mrs. Barbara Pearson

Miss Patricia Pisio

Mr. David Repchuk

Mrs. Diane Ridos

Miss Linda Ridos

Mr. Michael Salata

Miss Debra Simpson

Mrs. Deborah Smith

Miss Deborah Souter

Mrs. Betty Steinbeck

Mrs. Carrie Tyrosvoutis

Mr. Robert Van Wyck

Mrs. Elizabeth Visentin

Miss Katherine Vivian

Mrs. Lourie Vanderzyden

Mrs. Marleen Warne

(f) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Roma Buwalda, 1985 09 03 to 1985 10 11

Mrs. Ellen Francis, 1986 06 03 to 1985 06 28 (.5)

Mrs. Colleen Hanna, 1984 09 03 to 1985 12 20

Miss Tina Uggenti, 1985 05 06 to 1985 06 07

(g) That the apoointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Christine Beckett, 1985 04 30 to 1985 06 28 (.5)

Miss Barbara Clancy, 1985 04 24 to 1985 06 28

Mrs. Bertha Franck, 1985 05 02 to 1985 06 28

(h) That Mrs. Janet Van Duzen be returned from Leave of Absence and assigned teaching duties effective 1985 06 10.

(i) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1985 09 01:

Mrs. Patricia Baulcomb (.5)

Ms. Janet Bard (.5)

Mrs. Carol Borycki (.5)

Mrs. Helen Cambridge (.5)

Mrs. Carol Campanella (.5)

Mrs. Rhonda Chaimovitz (.5)

Mrs. Jane Cordiner

Mrs. Catherine Court

Mrs. Doreen Dick

Mrs. Mary Beth Doyle

Ms. Susan Fox

Mrs. Katharine Halford

Mrs. Kathleen Henderson

Mrs. Jeanette Hughes (.5)

| | |
|---|---|
| Mrs. Gail Higson | Mrs. Deborah Pamukoff (.5) |
| Mrs. Janet Jessop | Mrs. Barbara Plunkett |
| Mrs. Dorothy Johnson (.5) | Mrs. Rebecca Post (.5) |
| Mrs. Susan Kalbfleisch | Mrs. Mary Rishaur |
| Mrs. Mary Kinsey | Mrs. Catherine Scott |
| Mrs. Teresa Law | Mrs. Sandra Shepherd |
| Mrs. Marion Low | Mrs. Lynda Sherwood (.5) |
| Mr. Robert Martin | Mrs. Heather Simpson |
| Mrs. Grace Mathieson | Mrs. Angela Sirrs (.5) |
| Mrs. Bonnie Mendel (.5) | Mrs. Christine Tartaglia |
| Mrs. Alyth Mutart | Mrs. Pamela Thorpe (.5) |
| Mr. J. Edward Ophoven | Mrs. Catherine Youngblud |

(j) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Jane Chudzik, 1985 09 03 to 1985 12 30

Mrs. H. Anne McFarlane, 1985 09 03 to 1985 11 29

Mrs. Lillian Somerville, 1985 09 03 to 1985 12 30

(k) That the Maternal Leave of Absence granted to Mrs. Annemarie Chabot at the June Meeting, be changed to become effective 1985 06 10 to 1985 11 04.

(l) That the request of Mrs. Jessie Bullis for an extension of her Disability Leave, effective 1985 09 01, be approved.

(m) That the requests of the following teachers for extension of their Leaves of Absence, effective as shown, be granted:

Mrs. Shelley Freeman, 1985 09 01 to 1986 08 31

Mrs. Sharon Oulahen, 1985 09 01 to 1986 08 31

(n) That the resignation of Mrs. Anne Barrs, effective 1985 08 31, be accepted with regret.

(o) That the following staff members be confirmed in their appointments to the position stated, effective 1985 09 01:

Mrs. Diane E. Cole, Elementary School Principal

Mr. Frank Kovacs, Elementary School Vice-Principal

Mr. Stewart J. Thompson, Elementary School Principal

(p) That Mrs. Darlene Owen be reimbursed for her registration fee of $243.50, for successful completion of the Physical Education Course Part 1.

(q) That Mr. Peter Barnes be requested to take the Physical Education Course Part 1 (Primary/Junior), and that he be reimbursed for his registration fee of $255.00 upon submission of proof of successful completion of the course.

**Superintendent of Curriculum and Special Services**

(a) That two teachers attend the "Native Education Conference" to be held at Toronto, Thursday, 1985 10 24 and Friday, 1985 10 25, and that $120.00 each be paid towards registration and expenses.

(b) That one Primary Consultant attend the "National Early Childhood Conference on Children with Special Needs" to be held at Denver, Colorado, Sunday, 1985 10 06 to Tuesday, 1985 10 08, and that expenses be paid according to policy.

(c) That two teachers attend the "Ontario Council of Teachers' of English Conference, The Balancing Act" to be held at Toronto, Thursday evening, 1985 10 24 to Saturday, 1985 10 26 and that $125.00 each be paid towards registration and expenses.

(d) That one teacher attend "The First National Seminar for Classroom Musical Education Studies" to be held at Truro, Nova Scotia, Monday, 1985 08 05 to Friday, 1985 08 09, and that the registration fee of $125.00 be paid.

(e) That one teacher attend the "Festival Seminar for Teachers" to be held at Stratford, Friday, 1985 09 27, and that expenses be paid according to policy.

Part II

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one teacher to attend the Auditory Perception/Speech/Language/ Learning conference held in Hamilton on Wednesday, 1985 06 04, be approved and that the registration fee of $45 be paid.

1985 07 02

To The Chairman and Members,
The Education Management Committee
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

**RE: STUDY OF INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT OF READING SKILL**

**Background:**

This report describes the current status of a research project undertaken by Dr. B. A. Levy, of McMaster University, in conjunction with the English Department of the Hamilton Board of Education. This study, approved by the Board, was initiated in November, 1981. It was designed to examine the development of skills necessary for fluent reading.

A series of interim reports have been presented to the Board over the intervening years from the study of the reading skills of 345 students in the junior division involving 1500 hours of individual testing. In the last report, June 1984, Mrs. Janet Hinchley reported results from the comprehension sub-section of the project. The following results were described:

(a) The results of the comprehension analysis provide insight into comprehension skills which are developing in Grades Three through Six. Children tell longer and more accurate stories as they advance in school. They become increasingly aware of text structure and use it to guide their comprehension and recall of normal stories. This is true both when children read stories and listen to them.

(b) A group of children in Grades Three to Six have been identified whose comprehension skills are delayed for their grade level. These children differ from their more skilled peers in their failure to differentiate between well structured and poorly structured stories.

(c) Oral reading by poor comprehenders produces better story understanding than does silent reading or listening as indicated by both free and probed recall. This finding suggests that further development of comprehension skill could be achieved by having children read aloud to teachers, parents and other children.

(d) Two factors affect story comprehension:

1. Good story structure improves comprehension of older and more skilled children.

2. Oral reading improves the comprehension of the children who are least sensitive to story structure. These findings have important implications for teaching reading.

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## The 1984-85 Research

The June, 1984 report contained a recommendation to extend the study of these comprehension problems during the 1984-85 academic year to clarify the nature of processing problems poor readers seem to experience. The results of that extension will be reported in September, 1985. However, Dr. Levy has now analyzed the results from all 1500 hours of testing from the original project. The data from these tests allowed the researchers to study three groups of good and poor readers in Grades Three through Six. At each grade level these poor reader groups showed a broad range of skill deficits. These deficits included problems in awareness of the sound structure of English, in memory span, in speed of word decoding, in ability to avoid comprehension confusion due to the sound structure of sentences, and in the ability to use story structure to aid in the understanding and recall of children's stories. Thus the test battery successfully discriminated between good and poor readers across the grades tested, for a wide range of reading skills.

From these group results we have an understanding of the range of skill deficits that are associated with failures in reading achievement. However, since each child was tested on all skills the researchers were also able to study the specific skill deficits of the individual child. The findings show that while the poor reading groups show the broad range of deficits described, each individual poor reader exhibits only a few specific deficits. These specific problems vary with individuals. Thus the study suggests that while global tests can isolate children in need of assistance, one needs a detailed skill analysis of the individual child in order to determine which deficits are found for that child. This individual profile information would be beneficial in tailoring remedial programmes to the specific problems of each child. Thus the study has suggested a possible approach to aid reading teachers in choosing the appropriate remedial activities for individual readers.

In Dr. Levy's view, this first project has been most informative. However, before suggesting any wide use of the findings, several more projects should be undertaken. Findings need to be replicated. There should be an examination of the relationship among the skill deficits -- are the deficits independent or are they related, such that one particular problem will cause others to occur? This dependency information is critical to choosing the best remedial strategies. There is now a need to study younger children, in the hope of spotting these skill deficits prior to reading instruction, so that they can be 'treated' before possible reading failure occurs. Finally, there is a need to investigate possible methods of remediating the individual deficits. In the view of the researchers, this work is important and could benefit future educational practice. It may take years of study before the practical benefits may manifest themselves. In order to pursue such extensive work the researchers will need external funding. This funding can only be obtained if the Hamilton School Board is willing to provide access to the school populations, as it has over the past years.

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Recommendation:

1. That the McMaster research project "Study of Individual Differences in the Development of Reading Skill" be permitted to continue in grades 3 to 6 and to begin in the early primary grades pending approval of outside funding.

2. That this report be received for information.

Prepared by: Dr. B. Levy, Department of Psychology, McMaster University
Clare G. W. McKague, Superintendent of Curriculum and Special Services

Submitted by: Clare G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

Note: An extensive description of all test results is available through Miss Gwen Mowbray's office.

**REPORT OF THE**

**TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE**

Present: Mrs. R. Jensen (Chairman);
Trustees Paikin, Rogers and Van Horne; Dr. Jacobs and Dr. Morris.

Also Present: Trustee Baskin.
Miss W. McLaren (Acting Principal - Southview).

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Mr. J. Penner (Deputy Business Administrator),
Mr. E. Hipkiss (Special Education Consultant).

PART II

The Committee recommends:

1. That the Trainable Retarded Children's Advisory Committee maintain the status quo, and not merge with the Special Education Advisory Committee.

Respectfully submitted,

Mrs. R. Jensen,
Chairman.

Committee Room,
1985 06 24.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 06 26.

To The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1985 09 01:

| | |
|---|---|
| Mrs. Elizabeth Boyd | Mr. James Reiser |
| Mr. Douglas Hampson | Mr. Ryan Scott |
| Mr. Gary Krar | Mr. Warren Sumner |
| Mr. Allan Lindsay | Mrs. Myra Woods (3/6 time - full time Semester 1) |

(b) That the secondment of Mr. David Lowden, as an Administrative Assistant to the Business Office, be extended for the period 1985 09 01 until 1986 08 31.

(c) That the request of Mr. Wallace Metcalf for an extension of his Leave of Absence for Personal Reasons, effective 1985 09 01 until 1986 08 31, be granted.

(d) That the request of the Department of National Defence for an extension of the loan of Mr. William Ferris, effective 1985 09 01 until 1986 08 31, be granted.

(e) That the request of Mr. Douglas Hampson to relinquish his position of Assistant Head of Department (Science), effective 1985 08 31, be granted.

(f) That Mrs. Monique Stepien be transferred from the Elementary School Staff to the Secondary School Staff (Ecole Secondaire Georges P. Vanier), effective 1985 09 01.

(g) That the resignation of Mrs. Isabell Fraser, effective 1985 08 31, be accepted with regret.

(h) That the following staff members be confirmed in their appointments to the position stated, effective 1985 09 01:

Mr. Barry Curtis, Head of Department (Science)

Mr. Donald Ferries, Head of Department (Business)

Miss Katharine Hibbons, Head of Department (Family Studies)

Mr. Frederick Jazvac, Head of Department (Physical Education)

Mr. Gunther Kamutzki, Head of Department (Science)

Mrs. Barbara McInnes, Head of Department (Family Studies)

Mr. David McKay, Head of Department (Mathematics)

Mr. John McKnight, Assistant Head of Department (Mathematics)

Mr. Gordon Perrault, Secondary School Vice-Principal

(i) That two student representatives from each secondary school be permitted to attend the Ontario Advisory Council on Women's Issues Youth Conference in Toronto, 1985 10 18-20, and that the cost of transportation be assumed by the Board.

**Superintendent of Curriculum and Special Services**

(a) That one secondary school teacher attend the "Third Annual International Conference on Computers in Education" to be held at Montreal, Tuesday, 1985 11 26 to Thursday, 1985 11 28, and that expenses be paid according to policy.

(b) That two secondary school teachers attend the "Ontario Council of Teachers' of English Conference, The Balancing Act" to be held at Toronto, Thursday evening, 1985 10 24 to Saturday, 1985 10 26, and that $125.00 each be paid towards registration and expenses.

100 Main Street West
Hamilton, Ontario
L8N 3L1
1985 07 02

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Request for Section 16 Education Program for Secondary School Students Within the Psychiatric Units at St. Joseph's Hospital

Dr. W. T. Conner, Chief, Department of Pediatrics at St. Joseph's Hospital, has requested that Special Services consider an additional teacher to provide educational programming for patients hospitalized for psychiatric reasons.

Currently, Special Services is providing an educational program for the younger patients in the Pediatric and Psychiatric Wards (grades 1-10). St. Joseph's Hospital requested that a similar service be provided for older patients requiring education at the secondary level (grades 11, 12, 13).

Mr. Al. Bilney, Education Officer representing the Ministry of Education, has assisted with and been present for discussions between the Hospital and representatives of the Hamilton Board. Mr. Bilney has recognized a need for an educational program within the psychiatric unit.

Such a program will however require Ministry of Education written approval (Section 16) and specific funding which will include the following:

- 100% of the teacher's salary and related employee benefits
- $3 300.00 for furniture and equipment
- $1 900.00 for the purchase of supplies

It is anticipated that there will be up to eight students per day requiring schooling in this community facility.

**RECOMMENDATION**

That, subject to sufficient enrolment and Ministry of Education funding, the Hamilton Board provide, under Section 16 of the General Legislative Grants, an educational program for secondary students (grades 11, 12, 13) within the Psychiatric Unit of St. Joseph's Hospital.

Submitted by:

Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:

Arnold J. Krever
Director of Education

**REPORT OF THE**

**FRENCH LANGUAGE ADVISORY COMMITTEE**

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso and Vine; Mesdames Barker and Garon;
Miss Lapointe; Messrs. Desmarais and Lord.

Also
Present: Trustee Di Ianni.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),

The Committee recommends:

PART I

(a) That transportation be provided to George P. Vanier students who reside between Parkdale and Wellington Streets, in addition to the transportation already provided to the students who reside east of Parkdale.

(b) That The Hamilton Board of Education enter into an agreement as arranged through the Ministry of Education to share the services of a:

. Speech Pathologist
. Special Education Teacher-Diagnostician
. Consultant, Psychological Services

and that the portion of the travel and out-of-pocket expenses incurred by the above personnel in service to The Hamilton Board of Education, be assumed by this Board.

(c) That when this committee adjourns, it stand adjourned until the September meeting, unless called for a special meeting by the Chairman.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 06 19.

CA4 ON HB L W26
A32
1985

# A G E N D A

## EDUCATION MANAGEMENT COMMITTEE

## 1985 09 03

HAMILTON PUBLIC LIBRARY
SEP 03 1985
GOVERNMENT DOCUMENTS

Confirmation of the minutes of the last regular meeting.

## GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Marc Garneau Visit (referred from July E.M.C. - 1985 07 02).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Correspondence from The York Region Board of Education re: ICON Hardware and Software.
3. Overview of Hamilton Curriculum.

## PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: Fire Safety Proposal.

## PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Request to Withdraw from "4 Over 5" Plan - Mr. Ken Ashcroft
   Mrs. Jane Lowry.

1985 09 03

The Chairman and Members,
The Education Management Committee,
The Board of Education for the City
of Hamilton.

Ladies and Gentlemen:

PRESENTATION TO HAMILTON STUDENTS BY ASTRONAUT MARC GARNEAU

Canada's first astronaut, Marc Garneau has been invited by the Hamilton and District Society of Engineers to spend November 4 and 5, 1985 in Hamilton for a series of lectures and appearances. Time has been made available by the Society on the morning of November 5 for Dr. Garneau to make a presentation to Hamilton students. Dr. Garneau is prepared to speak to up to 2,000 students; in order to accommodate that number, Hamilton Place has tentatively been booked.

The Society has approached officials of the Hamilton-Wentworth Roman Catholic Separate School Board, the Wentworth County Board of Education and the Hamilton Board to ascertain the degree of interest in such a presentation. Two meetings have been held and interest is high.

Pending boards' approval, seating would be allocated to the 3 boards on a per capita basis, this board receiving approximately 1050 seats. Because of the nature of the presentation and needs and readiness of students, it is planned to have grade 7 and grade 10 students attend, selections to be made primarily on the basis of interest, career aspirations and involvement in science fairs. The major cost will be the rental of Hamilton Place, a cost that would be shared by the 3 boards and the Society.

Background material on Dr. Garneau, his presentation and Canada's role in space exploration has been received and will be shared with staff and students in order to provide preparatory and follow-up learning activities.

Recommendation:

**That $500.00 be allocated for expenses involved in a presentation to be made by Dr. Marc Garneau at Hamilton Place on November 5, 1985 in which up to 1,050 students of this board will participate.**

Prepared and Submitted by: Clare G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

/sb

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 09 03

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

## GENERAL

I have the honour to present the following recommendations for your approval:

(a) That up to five Supervisory Officers be authorized to attend the Area 2 Fall Conference of the Ontario Association of Education Administrative Officials, to be held at Chatham, Thursday, 1985 09 19 and Friday, 1985 09 20, and that expenses be paid according to policy.

(b) That up to six Supervisory Officers be authorized to attend the Annual Conference of the Ontario Association of Education Administrative Officials to be held at London, Wednesday, 1985 10 16 to Friday, 1985 10 18, and that expenses be paid according to policy.

(c) That Mr. Peter Costello be appointed to the position of Supervisor of English (Acting), for the period, 1985 09 01 to 1986 01 31, with salary according to schedule.

**Superintendent of Curriculum and Special Services**

(a) That five Curriculum and Special Services representatives attend the "Effective Schools Seminar" to be held at St. Catharines, Wednesday, 1985 10 30, and that the registration fee of $40 each be paid.

(b) That one Supervisor or Superintendent attend the "Training Needs of Youth for Employment Workshop" to be held at Toronto, Thursday, 1985 09 26 and Friday, 1985 09 27, and that the registration fee of $300 be paid.

**Associate Superintendent Curriculum and Special Services**

(a) That the request of the McMaster University School of Social Work that the Board of Education provide field experience in the Adjustment Services Department for the school year 1985-86 be granted and that, subject to the approval of the Associate Superintendent of Curriculum and Special Services, up to four Social Work students be accepted for placement.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

THE YORK REGION BOARD OF EDUCATION

ADMINISTRATIVE OFFICES - P.O. BOX 40, AURORA, ONTARIO - POSTAL CODE L4G 3H2
TELEPHONE 727-3141 - 884-8131 - 889-0660 - 887-5931 - 895-7216 - 722-6351

July 10, 1985

JUL 19 1985

Dear Director and/or Secretary-Treasurer:

Re: ICON Hardware and Software

At the last regular meeting of The York Region Board of Education the trustees approved a resolution regarding the use and purchase of ICON hardware and software in the education system of Ontario. Attached herewith is a copy of the correspondence forwarded to the Minister of Education making specific requests.

The support of your school board to these requests is respectfully solicited.

Yours sincerely,

R.A. Cressman
Director of Education
and Secretary-Treasurer

RAC:vm
Encl.

RECEIVED
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ANS'D.....

THE YORK REGION BOARD OF EDUCATION

ADMINISTRATIVE OFFICES - P.O. BOX 40, AURORA, ONTARIO - POSTAL CODE L4G 3H2
TELEPHONE 727-3141 - 884-8131 - 889-0660 - 887-5931 - 895-7216 - 722-6351

July 10, 1985

The Honourable S. Conway
Minister of Education
Ontario Ministry of Education
Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Sir:

At the last regular meeting of The York Region Board of Education held July 8 the following resolution was approved by the Board of Trustees:

Whereas The York Region Board of Education is committed to the full use of ICON software and hardware in its schools for educational purposes;

and whereas student work stored on the ICON computer or ICON software cannot be utilized on any other computer hardware;

and whereas this means our students will not be able to work at home on computer projects initiated at school even if they have already purchased state of the art hardware from other manufacturers;

and whereas ICONs are not available for private purchase and currently are substantially more expensive than comparable hardware of established manufacturers if provincial subsidy is not condsidered;

Be it therefore resolved that this Board recommend to the Minister of Education that

(a) a high priority be given to developing a means of ensuring that software used on the ICON and the media for storing information be compatible with computer hardware commonly purchased by parents for their children's use; and that

(b) consideration be given to providing parents with the same incent ve which is currently extended to school boards to permit the purchase of ICONs.

Thank you for your consideration of this request.

Yours sincerely,

R.A. Cressman
Director of Education
and Secretary-Treasurer

RAC:vm
c.c. All Ontario School Boards

1985 09 03

The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

**AN OVERVIEW OF THE HAMILTON CURRICULUM**

During the last 4 years a long-range plan has been initiated for the development, implementation and review of curriculum in this Board. If we are to be responsive to the needs of students the community and to the requirements of the Ministry of Education a formalized plan can greatly assist in achieving those ends.

Each year, supervisors indicated, through consultation with principals, heads and most importantly teachers, those areas in the curriculum in most need of attention. They then individually prepare a 3-year plan of development, implementation and review which then is debated with curriculum committees and other supervisors and subsequently modified to fit student and teacher needs. A copy of this plan and the memorandum to staff is attached for your information.

In addition, manuals have been prepared to assist staff in how to write courses of study and programmes and how effectively to implement them. The final manual, on effective review of curriculum is currently being prepared. These are being used on a broad base across the system and are seen to be relevant and helpful. Copies of the development and implementation models are available from the superintendent's office on request.

**Recommendation:**

**That this report be received for information.**

**Prepared and Submitted by:** C. McKague, Superintendent of Curriculum and Special Services

**Approved by:** A. J. Krever, Director of Education

/sb

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 08 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART II**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That the appointment of Miss Wanda McLaren to the position of Acting Principal at Southview School for the Trainable Retarded be extended, effective 1985 09 01, as a replacement for Mrs. Mary Law who is on a Disability Leave.

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Nancy Crawford, 1985 09 03 to 1985 11 01

Mrs. Janet Dickenson, 1985 09 03 to 1985 12 20

Mr. Bruce MacPherson, 1985 09 03 to 1985 12 20

Mrs. Anthonia Major, 1985 10 01 to 1985 12 20

Mrs. Laurie Smith, 1985 09 03 to 1985 10 04

Miss Lori Teufel, 1985 09 03 to 1985 10 11 (.5)

(c) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Tina Kovacs (Uggenti), 1985 05 06 to 1985 06 27

Mrs. Katherine (Kim) Saunders, 1985 03 06 to 1985 06 27

(d) That the appointment of Mrs. Aileen Allore to the Probationary Staff, approved at the July Meeting, be rescinded.

(e) That the following teachers be returned from Leaves of Absence and assigned teaching duties effective 1985 09 01:

Mrs. Cheryl Banfield (.5)

Mrs. Andrea Kamermans (.5)

Mrs. Lynda Pyett

Mrs. Kathy Raos

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Elaine Marshall, 1985 10 01 to 1985 12 31

Mrs. Debra Vergara, 1985 09 03 to 1985 11 01

(g) That the Maternal Leave of Absence granted to Mrs. Georgia James at the June Meeting be changed to become effective 1985 06 17 to 1985 10 11.

(h) That the request of Mrs. Nancy Parkhill for an Adoption Leave of Absence, effective 1985 09 03 to 1985 12 31 be granted.

(i) The the requests of the following teachers for Disability Leaves of Absence, effective as shown, be granted:

Mrs. Mary Law, 1985 06 26

Mrs. June Outram, 1985 05 23

(j) That the request of Mrs. Diane Witty for a Personal Leave of Absence, effective 1985 09 01 to 1986 08 31, be granted.

(k) That the requests of the following teachers for an extension of their Leave of Absence, effective as shown, be granted:

Mrs. Judy Bain, 1985 09 01 to 1986 08 31

Mrs. Patricia Sally, 1986 01 01 to 1986 12 31

(l) That the requests of the following teachers for Release from Contract, effective 1985 08 31, be granted:

Mrs. Donna Anderson

Mrs. Kathy Cullen

Mrs. Lolita McLenon

Mrs. Jeanette Nathan

(m) That the following trips be approved:

(i) Hampton Heights School, Grade 8, Quebec City, Quebec, 1986 01 22-25 (Wednesday to Saturday)

(ii) Vincent Massey School, Outdoor Education, Valens Conservation Area, 1985 09 30-10 01 (Monday to Tuesday)

(iii) Vincent Massey School, Outdoor Education, Valens Conservation Area, 1985 10 07-08 (Monday to Tuesday)

**Superintendent of Curriculum and Special Services:**

(a) That two Primary teachers and the Junior Division Staff Assistant attend the "Council of Drama Education" to be held at Port Stanton, Thursday, 1985 10 03 to Saturday, 1985 10 05, and that $160.00 each be paid towards registration and expenses.

(b) That two teachers attend the "Ontario Council of Teachers of English - The Balancing Act Conference" to be held at Toronto, Thursday evening, 1985 10 24 to Saturday, 1985 10 26, and that $125.00 each be paid towards registration and expenses.

(c) That up to ten itinerant and two Middle School teachers of Physical Education attend the "Niagara Regional Ontario Physical and Health Education Association Conference" to be held at St. Catharines, Friday, 1985 11 08 and that $25.00 each be paid towards registration and expenses.

(d) That four Physical and Health Education teachers attend the "Kids Are Worth It Conference" to be held at Geneva Park, Thursday, 1985 10 17 to Saturday, 1985 10 19, and that the registration fee of $175.00 each be paid.

(e) That one teacher attend the "Ontario Physical and Health Education Annual Conference" as a participant to be held at Geneva Park, Thursday, 1985 10 17 to Saturday, 1985 10 19 and that $60.00 be paid toward travel expenses.

Part II

September, 1985

Associate Superintendent of Curriculum and Special Services

(a) That up to six teachers attend the Gifted Symposium to be held in Brampton on Friday evening, 1985 09 27 and Saturday, 1985 09 28, and that the registration fee of $125 each be paid.

September 3, 1985

The Chairman and Members
The Education Management Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

**"Getting Out Alive" - Fire Safety Proposal**

The Hamilton Fire Department will be participating in a national fire drill, October 9, 1985, as part of Fire Prevention Week. They would like the Board of Education for the City of Hamilton to assist in heightening awareness of the danger of fire in the home and at the same time provide children and parents with a plan of action which could prevent panic and save lives in the event of a fire. To achieve this purpose, the Fire Department in cooperation with McDonald's has created a program entitled "**Plan to Get Out Alive**". This program is voluntary on the part of the family. A child in elementary school will be asked to carry home a kit of materials (see attachment). Parent and child together devise "the Family Escape Plan". Teachers could take this opportunity to relate the kit to the school curriculum, specifically mathematics environmental studies and life skills.

**It is recommended that the Board of Education for the City of Hamilton cooperate in Fire Prevention Week by participating in the "Plan to Get Out Alive" program, October 9, 1985.**

Prepared by: J. Forrester, Area Superintendent

Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 08 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART I**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That the following teachers be returned from Leave of Absence and assigned teaching duties effective 1985 09 01:

Mrs. Lorraine Baatz (4/6 time - Sem. 1 and 2)

Mrs. Janice McVittie

(b) That the request of Mrs. Mary Hamilton for an extension of her Personal Leave of Absence, effective 1986 02 01 to 1986 08 31, be granted.

(c) That the requests of the following teachers for Release from Contract, effective 1985 08 31, be granted:

Mrs. Helen Dick

Mr. James Hand

Mrs. Mary Lloyd

(d) That the following trips be approved:

(i) H.I.A.C. Reps -- Girls' Field Hockey, Scarborough, Ontario, 1985 11 31-12 02 (Thursday to Saturday)

(ii) H.I.A.C. Reps -- Cross-Country, Brockville, Ontario, 1985 11 12

(iii) H.I.A.C. Reps -- Nordic Skiing, Ottawa, Ontario, 1986 02 20-21 (Thursday to Friday)

(iv) H.I.A.C. Reps -- Alpine Skiing, North Bay, Ontario, 1986 02 24-25 (Monday to Tuesday)

(v) H.I.A.C. Reps -- Boys' "AAA" Basketball, London, Ontario, 1986 03 05-07 (Wednesday to Friday)

(vi) H.I.A.C. Reps -- Girls "AAA" Volleyball, Toronto, Ontario, 1986 03 06-07 (Thursday to Friday)

(vii) H.I.A.C. Reps -- Boys' Curling, Scarborough, Ontario, 1986 04 03-05 (Thursday to Saturday)

(viii) H.I.A.C. Reps -- Badminton, New Lisgard, Ontario, 1986 04 25-26 (Friday to Saturday)

(ix) H.I.A.C. Reps -- Boys' Soccer, Toronto, Ontario, 1985 06 05-07 (Thursday to Saturday)

(x) H.I.A.C. Reps -- Girls' Soccer, Sarnia, Ontario, 1986 06 05-07 (Thursday to Saturday)

(xi) H.I.A.C. Reps -- Track and Field, Ottawa, Ontario, 1986 06 06-07 (Friday to Saturday)

**Superintendent of Curriculum and Special Services:**

(a) That one secondary school (composite) teacher attend the "Computers....It's You and Me Conference" to be held at Ottawa, Thursday, 1985 11 07 to Saturday, 1985 11 09 and that expenses be paid according to policy.

(b) That one secondary school principal or vice-principal attend the "Training Needs of Youth For Employment Workshop" to be held at Toronto, Thursday, 1985 09 26 and Friday, 1985 09 27, and that $350.00 be paid towards registration and expenses.

(c) That one secondary school (composite) teacher attend the "New Councillors and Executive Conference" to be held at Barrie, Thursday evening, 1985 09 26 to Saturday, 1985 09 28, and that expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That up to 10 teachers attend the Conference on Adult Basic Education to be held in Hamilton on Saturday, 1985 10 05, and that the registration fee of $10 each be paid.

(b) That one secondary vocational school teacher and three students attend the "Ontario Peer Counselling Association Conference" to be held in Gananoque from Wednesday, 1985 10 30 to Friday, 1985 11 01, and that $350 be paid towards the cost of registration and expenses.

REQUEST RE: SALARY HOLDBACK PLAN ("4 Over 5")

(a) That the Board rescind the leave of absence granted to Mr. Ken Ashcroft for the 1985-1986 school year and approve his request to withdraw from the Salary Holdback Plan ("4 Over 5").

(b) That the Board rescind the leave of absence granted to Mrs. Jane Lowry for the 1986-1987 school year and approve her request to withdraw from the Salary Holdback Plan ("4 Over 5").

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GOVERNMENT DOCUMENTS

# A G E N D A

## EDUCATION MANAGEMENT COMMITTEE

## 1985 10 01

Confirmation of the minutes of the last regular and special meetings of 1985 08 28 and 1985 09 12.

## GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Presentation from Home & School Associations re: "Corporate Challenge".
3. Interim Report from the Discipline Review Committee.

## PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: "Writing to Read Program".
3. Report from the Officials re: Alter-Ed Proposal.
4. Report of the Trainable Retarded Children's Advisory Committee.

## PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Proposed Revisions - School Year Calendar 1985-1986 - Secondary Schools.
3. Requests re: Salary Holdback Plan ("4 Over 5"):

   (a) 1987-1988 school year - first semester - Mr. David Evans
   Ms. Gail Rappolt

   second semester - Ms. Diane Durney
   Ms. Barbara Ormond
   Mr. Gordon Stevens

   (b) 1988-1989 school year - first semester - Ms. Sheila McLeod.

   (c) 1989-1990 school year - Ms. Diana M. Beacham
   Mr. Alan Boyd
   Mr. Dennis McIlveen
   Mr. Robert McIvor
   Mr. Steven Pearson
   Mr. Glenn Stewart
   Ms. Helen Valenzuela

3. Request from Hamilton Place - production of musical.

4. Report of the French Language Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 10 01

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.
Ladies and Gentlemen:

## GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the Director attend the annual meeting of the Directors' Association to be held at London, Wednesday, 1985 10 15 and that the registration fee of $50 be paid.

(b) That the Associate Superintendent of Curriculum and Special Services attend the conference, "Directions", a Canadian conference on curriculum instruction and leadership, as a presenter, to be held at Saskatoon, Wednesday 1985 10 16 to Saturday, 1985 10 19, his expenses to be paid by the conference sponsors.

## Superintendent of Curriculum and Special Services

(a) That one Business Consultant attend the "Ontario Business Education Workshop" to be held at Toronto, Saturday, 1985 10 26 and that $25 be paid towards registration and expenses.

(b) That one Mathematics Consultant attend the "14th Annual Leadership Seminar in Mathematics" to be held at Toronto, Wednesday evening, 1985 10 23 to Saturday, 1985 10 26 and that $225 be paid towards registration and expenses.

(c) That one Mathematics Consultant attend, as a participant, the "Montreal Conference, National Council of Teachers of Mathematics" to be held at Montreal, Thursday, 1985 10 03 to Saturday, 1985 10 05 and that expenses be paid according to policy.

(d) That two Mathematics Consultants attend the "Mathematics Consultants' Seminar (3rd Annual)" to be held at Toronto, Friday, 1985 11 22 and that the registration fee of $50 each be paid.

(e) That one Supervisor attend the "Ontario Council for Leadership in Education Administration Conference for Computer Coordinators" to be held at Scarborough, Wednesday, 1985 10 02 to Friday, 1985 10 04, and that $375 be paid towards registration and expenses.

(f) That one Supervisor attend the "Ontario Family Studies/Home Economics Educators' Conference" to be held at Toronto, Thursday, 1985 10 24 to Saturday, 1985 10 26, and that $150 be paid towards registration and expenses.

(g) That one Technical Supervisor and one Business Consultant attend the "Strategies for Today's Education - OSSTF Conference" to be held at Toronto, Tuesday, 1985 11 29 and that $240 each be paid towards registration and expenses.

(h) That McMaster University, having been granted additional research funds, be permitted to operate the Teen Project in the four middle schools not included in last year's program because of limited funds.

(i) That one Supervisor of Geography attend the "Ontario Association of Geography and Environmental Education Conference" to be held at St. Catharines, Saturday, 1985 10 26 and that $50 be paid towards registration and expenses.

**Associate Superintendent of Curriculum and Special Services**

(a) That the Supervisor of Special Education (Provincial President, Ontario Federation of Chapters, Council for Exceptional Children), be permitted to attend the 29th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held at Toronto, Tuesday, 1985 10 29 to Saturday, 1985 11 02, his expenses to be paid by the Council for Exceptional Children.

(b) That two staff members of the Continuing Education Department attend the Continuing Education School Board Administrators' Conference to be held at Toronto, Wednesday, 1985 11 27 to Friday, 1985 11 29, and that each receive $80 towards the cost of registration and expenses.

(c) That the Supervisor of Adjustment Services attend the seminar on "Sexual Offenders Against Children - Understanding and Action on the Badgley Report" to be held at Toronto on Tuesday, 1985 10 08, and that the registration fee of $75 be paid.

(d) That the Associate Superintendent of Curriculum and Special Services attend the 29th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held at Toronto, Tuesday, 1985 10 29 to Saturday, 1985 11 02, and that his expenses be paid according to policy.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
Hamilton, Ontario,
1985 09 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: Discipline Study Committee - Interim Report**

The Discipline Study Committee has been reconstituted as requested by the Education Management Committee at the 1985 04 02 meeting. The broad direction of the committee was defined as follows:

"That the purpose of the reconstitution of the Discipline Study Committee be to review the Discipline Policy."

To accomplish this purpose the Discipline Study Committee has set the following objectives.

1. To review and modify issues in the Discipline Policy that have been identified by parents, trustees, students and staff, eg. Corporal Punishment and Student Suspensions.

2. To identify and study additional discipline concerns from parents, trustees, students and staff.

3. To explore strategies that may be of assistance to teachers and principals that will enable them to work effectively with student discipline in the schools.

4. To make appropriate recommendations about the management of these discipline issues to the Board through the Education Management Committee.

5. To encorporate any changes approved by the Board in a revised Discipline Policy.

6. To inform the staff of these changes so that action will be taken to revise individual school Discipline Codes that will be made known to students and the school community.

Process

1. Invite submissions from parents, trustees, students and staff.

2. Review current research about discipline and discipline policies within the constraints of time and resources.

3. Present interim reports with recommendations for changes in the Board's Discipline Policy to the Education Management Committee.

4. Prepare a final report, with recommendations, to the Education Management Committee by December 1985.

.....2

At the 1985 09 24 meeting of the Discipline Study Committee the appended report was received from the Hamilton Principals' Association through the president, Mr. Robert Carle.

The recommendations of the committee are contained in the appended "Report of the Discipline Study Committee".

Prepared by: K. A. Rielly
Submitted by: K. A. Rielly
Approved by: A. J. Krever

REPORT OF THE

DISCIPLINE REVIEW COMMITTEE

1985 09 24

Present: Miss H. Detwiler (Chairman);
Trustees Deans and Van Horne.

Also Present: Trustee Rogers; Messrs. Carle and Forbeck (H.T.F. representatives); Messrs. Murphy and Zavitz (O.S.S.T.F. Representatives); Mr. Therrien (A.E.F.O. Representative); Ms. Moore (Women Teachers' Association); Mesdames Tilbury and Toplac (Parent Representatives); Miss Bryant and Mr. Turner (Student Representatives)

Officials Present: Mr. A. J. Krever (Director of Education)
Mr. J. Penner (Deputy Business Administrator)
Mr. K. A. Rielly (Superintendent of Operations)
Mr. J. Yurkiw (Supervisor, Adjustment Services)
Mr. R. Halmos (Administrative Assistant to the Superintendent of Operations)

The Committee recommends:

GENERAL

(a) That the Board of Education for the City of Hamilton endorse the attached report from the Hamilton Principals' Association on Corporal Punishment and approve the following recommendations from the report:

(i) That reference to corporal punishment be deleted in the Board of Education Discipline Code.

(ii) That the Board of Education for the City of Hamilton lend its support and influence to the provision of adequate resources to effectively counsel and manage student behaviour.

Respectfully submitted,

Miss Helen Detwiler,

Chairman.

Committee Room,
1985 09 24.

# HAMILTON PRINCIPALS' ASSOCIATION

st President
EN E. SHOESMITH

President
ROBERT D. CARLE

1st Vice-President
KENNETH R. KEMP

2nd Vice-President
ROBERT G. McPHERSON

Corresponding Secretary
ORVAL A. BURLANYETTE

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CHAIRMEN OF COMMITTEES

Constitution
KEN E. SHOESMITH

Economic Policy
ROBERT D. ALLAN

Media Services
KELVIN E. FLEGG

Operations
KELVIN E. FLEGG

Professional Development
J. JAMES McCAUGHEY

Retreat
ROBERT D. ALLAN
BRUCE MAIR

Social
BRIAN C. CASTLE

Special Education
PAUL BABCOCK

HAMILTON PRINCIPALS' ASSOCIATION

SUBMISSION TO DISCIPLINE COMMITTEE

OF THE

BOARD OF EDUCATION

FOR THE CITY OF HAMILTON

September 24, 1985

Ladies and Gentlemen:

On behalf of the Hamilton Principals' Association, I thank you first for the opportunity to participate in the deliberations of this committee and secondly for the opportunity to present this position paper dealing with the topic of pupil discipline.

First, let us review existing statutes and regulations which have a bearing on this subject.

Education Act Sec.235 - (1) It is the duty of a teacher and a temporary teacher, ....
(e) to maintain, under the direction of the principal, proper order and discipline in his classroom ....
Sec.236 - It is the duty of a principal of a school, in addition to his duties as a teacher, (e) to maintain proper order and discipline in the school; ....
Sec.22 (1) (Outlines requirements to be followed in suspensions)
(3) A board may expel ....

Regulations 262 Sec.12 - (1) The principal of a school .... is in charge of,
(a) the instruction and discipline of pupils in the school ....

Regulations 262 Sec.21 - In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall, ....
(h) co-operate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school ....
Sec.23 - (1) a pupil shall, ....
(b) exercise self-discipline;
(c) accept such discipline as would be exercised by a firm and judicious parent; ....
(e) be courteous to fellow pupils and obedient and courteous to teachers ....

Board of Education Discipline Policy - Corporal Punishment is part of the total strategy ....

Some other Legislation which is relevant to this topic:

Criminal Code

Sec.26 Everyone who is authorized by law to use force is criminally responsible for any excess thereof according to the nature and quality of the act that constitutes the excess.

Sec.43 Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, if the force does not exceed what is reasonalbe in the circumstances.

The Child Welfare Act

Child abuse is prohibited under this act wherein "abuse" means, among other things, "physical harm". (Sec.47 S.S.1)

Charter of Rights and Freedom

Sec.12 Everyone has the right not to be subjected to any cruel or unusual treatment or punishment.

Bill 77 Part V - Rights of Children

Sec.97 No service provider or foster parent shall inflict corporal punishment on a child or permit corporal punishment to be inflicted on a child in the course of the provision of a service to the child.

Although the legislation and our Board Discipline Policy permits the use of corporal punishment, there is inherent in same, a double message which combined with social attitudes and philosophical perspectives leads to controversy.

In our society, there is an increasing concern about the amount of violence. As educators, we must set examples in the use of constructive forms of discipline. Being effective role models is of great importance when dealing with suspected child abuse situations. Children whose parents show much aggression towards them in the form of punishment are more aggressive with other children. Furthermore, research shows that parents who were abused as children tend to treat their children in a very physical manner. Recent literature related to education and child-adult relationships notes that physical punishment, at best, is only a temporary deterrent to repeated behaviour. Corporal punishment invites retaliation and is not an effective teacher method. The use of natural and logical consequences will allow a child to see the consequence of specific behaviour by experience and will enable him or her to learn from the experience.

The question still remains - Why corporal punishment?

As we strive in the schools to meet our responsibilities towards children, particularly those responsibilities relating to self-worth, positive attitudes, and moral sensitivity, we are confronted with a diverse world. It is a world of differing and changing moral attitudes, social conscience, responsibility and sensitivity. In too many instances the burden for moral consciousness and conscience falls upon the school and the striving for self-discipline becomes a paramount goal. To achieve this goal a great deal of time and effort is necessary on the part of educators -time and effort: to assist the individual to understand the consequences of behaviour; to consider alternative strategies for dealing with problems and concerns; and to provide the help, counselling and support so necessary in effecting change. When time is not available, too often, the expedient in dealing with the situation is corporal punishment.

The classroom teacher cannot ignore the remainder of the class to give ongoing counselling to the individual. The Principal is not, unfortunately, in a position to fulfil this role on anything resembling a consistent basis due to ever-increasing demands. Other human resources are equally limited.

If the use of the "expedient" solution is to be avoided, there must be available, within the individual school, adequate resources to meet the need. Such resources include an increased number of vice-principals, guidance counsellors, and learning resource teachers to fill the counselling role as well as to assist teachers in meeting individual academic needs. The meeting of the academic need will enhance the individual's self worth and contribute to improved self responsibility. On-going counselling will avoid the crisis situation.

The Hamilton Principals' Association urges that comprehensive reviews on these resources be undertaken with dispatch.

Cognizant of changing needs and responsibilities, the Hamilton Principals' Association has given a comprehensive review to its policy.

As of June 18, 1985, this policy reads:

1. 1. That the climate of a school should be one of warmth and understanding which encourages the development of self-discipline through learning experiences. It is the principal's responsibility through his/her own philosophy and that of the staff to foster and develop the desirable climate.

   2. That there is a need for various forms of discipline as might be used by a kind, firm and judicious parent. These forms of discipline do not include the use of corporal punishment.

   3. That there is a need for the provision of adequate resources to effectively counsel and manage student behaviour.

In light of the direction taken by the Hamilton Principals' Association:

| |
|---|
| (a) We recommend that reference to corporal punishment be deleted in the Board of Education Discipline Code. |

| |
|---|
| (b) We urge that you lend your support and influence to the provision of adequate resources to effectively counsel and manage student behaviour. |

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 09 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART II**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Mary Barton, 1985 11 01 to 1986 06 26

Miss Anna Bozzo, 1985 09 16 to 1985 11 01

Mrs. Kathleen Brown, 1985 10 15 to 1986 02 07

Mrs. Dawn Crocker, 1985 02 28 to 1986 02 21 (.5)

Mrs. Jan Heaven, 1985 09 25 to 1985 10 31

Mr. Scott Hopkins, 1985 09 24 to 1985 10 31

Miss Marcia Kelso, 1985 09 03 to 1985 10 11 (full time)
1985 10 14 to 1985 10 18 (.5)

Mrs. Audrey Knox, 1985 10 28 to 1986 02 21 (.5)

Mrs. Cynthia Robinson, 1985 10 15 - 1986 02 07

(b) That the following teachers be returned from Leave of Absence and assigned teaching duties effective as shown:

Mrs. Annemarie Chabot, 1985 10 07

Mrs. Linda E. Stirling, 1985 10 15

(c) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Judith E. Farrar, 1985 12 02 to 1986 01 31

Mrs. Judy Stokoe, 1985 10 14 to 1986 02 07

Mrs. Wenda Tulloch, 1985 10 28 - 1986 02 21

(d) That Mrs. Dorothy O'Halloran be reimbursed for her registration fee of $265.80, for successful completion of the Guidance Course Part I.

(e) The following trip be approved:

(i) Ryerson, Grade 8 Core French, Quebec City, Quebec, 1986 06 08-11 (Sunday to Wednesday)

**Superintendent of Curriculum and Special Services**

(a) That three teachers attend the "Ontario Family Studies/Home Economics Educator's Conference" to be held at Toronto, Thursday, 1985 10 24 to Saturday, 1985 10 26 and that $150.00 each be paid towards registration and expenses.

(b) That two teachers attend the "14th Annual Leadership Seminar in Mathematics" to be held at Toronto, Wednesday, 1985 10 23 (evening) to Saturday, 1985 10 26 and that $225.00 each be paid towards registration and expenses.

(c) That seven teachers attend the "Ontario Society of Education through Art Conference", to be held at London, Thursday, 1985 11 21 to Saturday, 1985 11 23 and that expenses be paid according to policy.

(d) That the action of the Superintendent of Curriculum & Special Services in permitting three teachers to attend the "Rec-Ed Symposium" to be held at Scarborough, Saturday, 1985 09 28 and that registration and expenses of $60.00 each be paid, be approved.

(e) That two teachers attend the "Kodaly Conference" to be held at London, Thursday, 1985 10 17 to Sunday, 1985 10 20 and that expenses be paid according to policy.

(f) That three history teachers attend "The Ontario History and Social Sciences Teachers' Association Fall Conference" to be held at Toronto, Thursday, 1985 10 24 (evening) to Friday, 1985 10 25 and that $115.00 each be paid towards registration and expenses.

(g) That three geography teachers attend the "Ontario Association of Geographic and Environmental Education Conference", as participants, to be held at St. Catherines, Friday, 1985 10 25 to Saturday, 1985 10 26 and that $70.00 each be paid towards registration and expenses.

(h) That four geography teachers attend the "Ontario Association of Geographic and Environmental Education Conference" to be held at St. Catherines, Saturday, 1985 10 26 and that $50.00 each be paid towards registration and expenses.

(i) That one teacher attend the "Native Education Conference" to be held at Toronto, Thursday, 1985 10 24 to Friday, 1985 10 25 and that $120.00 be paid towards registration and expenses.

(j) That one principal attend the "For Our Children's Ultimate Success on Middle Schools Annual Conference" to be held at Baltimore, U.S.A., Wednesday, 1985 10 30 to Friday, 1985 11 01 and that registration and expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That up to 20 special education teachers attend the 29th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held in Toronto, Thursday, 1985 10 31 and/or Friday, 1985 11 01 and that $40 be paid towards the cost of registration.

(b) That up to 7 elementary school guidance counsellors attend the Ontario School Counsellors 1985 Conference to be held in London, Ontario, from Wednesday, 1985 11 13 to Friday, 1985 11 15 and that the registration fee of $75 each be paid.

(c) That one teacher attend the York Symposia Services - Curriculum Design: Special Education to be held in Toronto, Friday, 1985 11 01, and that $70 be paid towards the cost of registration and expenses.

(d) That one teacher attend the Excellence in Continuing Education for Mental Health Professionals to be held in Toronto on Friday, 1985 11 01, and that $85 be paid towards the cost of registration and expenses.

1985 10 01

To The Chairman & Members
Education Management Committee
The Board of Education
for the City of Hamilton

Ladies & Gentlemen:

**RE: "WRITING TO READ" PROGRAM**

The 'Writing to Read' Program was approved for pilot in 3 elementary schools at the January, 1985 meeting of the Board.

An evaluation of the pilot was undertaken by Research Services in the spring of 1985 and a summary of the findings is attached for your information.

As was the case in evaluations of the program in the United States, results achieved by students and observations made by staff and parents are very encouraging and positive.

It is therefore, respectfully recommended:

**THAT THE WRITING TO READ PROGRAMME BE EXTENDED TO TWO ADDITIONAL ELEMENTARY SCHOOLS EFFECTIVE FEBRUARY 1, 1986.**

Prepared by: O. Jackson, Research Services

Submitted by: C. G. W. McKague, Superintendent of
Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

# SUMMARY OF A REPORT ON THE WRITING TO READ PROGRAM

## INTRODUCTION

The Writing to Read Program is a method of teaching writing and reading to early primary division children. The program, developed by I.B.M., has, as its basic statement, "Children are taught to write anything they can say and to read anything they can write". The pupils use computer software which is compatible with the I.B.M. PC Jr., electronic typewriters, and cassette tape players with story books. In addition, each pupil works in a series of work-graded books or journals which serve as a record of the student's progress. According to I.B.M. suggestions, pupils have access to the program for approximately sixty minutes each school day.

During the school year 1984-85, approximately 240 pupils experienced this program in 3 of the Hamilton Board of Education schools for approximately a 3-month period. A preliminary review of this program was undertaken in the late spring of 1985. The content of the review is based upon 138 opinion questionnaires returned by parents and 23 opinion questionnaires returned by teachers, principals/vice-principals and consultants.

## SUMMARY OF THE RESPONSES OF THE PARENTS

The parents' opinions reported on a group of children which were fairly evenly divided by sex (49% males and 51% females). The majority of respondents were female (87%).

Most parents were pleased with the program (75% were well satisfied and 18% were somewhat satisfied). Most parents felt that their children enjoyed the program and made good progress in their reading skills. Some parents believed that their children developed an awareness of words and an interest in reading which carried over into the home. However, several parents expressed concern with respect to the incorrect spelling which was accepted by the teacher at this grade level and the perceived effects of computers depersonalizing the classroom. Despite these concerns, most parents (74%) would be pleased if their children had the opportunity to continue in "Writing to Read" next year.

A high majority of parents (95%) believed that their children were generally happy about school and an additional 4% indicated that their children were happy about school some of the time. Eighty-six percent of the parents indicated that their children usually looked forward to the Writing to Read program, while an additional 8% of parents indicated that their children looked forward to Writing to Read some of the time. Very few parents (9%) indicated that this program was usually a strain on their children, while 64% of the parents indicated that the program was seldom a strain. Sixteen percent of the parents were unsure of their children's feelings.

The Writing to Read program focuses on language development. An overwhelming majority of parents indicated that they were satisfied with the attention given to the other activities in their children's program (99%). A few parents felt that more time should be alloted in the program for the development of printing skills.

Most parents visited the classroom fewer that 3 times per year. Some parents were able to volunteer their time to assist the teacher with the pupils during class time, while others wished to participate but due to family and employment responsibilities were unable to do so. On the matter of communication, most parents (74%) indicated that appropriate information about the program was received--35% of the parents indicated that very good communication was received and 39% of the parents indicated that adequate communication was received. Communication was received verbally from the teacher, by comments written in the workbook by the teacher, and by letters sent home.

Parents were asked if they felt that their children liked "Writing to Read". Ninety-three percent of the parents felt that their children were very supportive of the program and only one percent of the parents felt that their children were unhappy with the program. [The children were pleased as they began to spell words and progress into higher level journals.] Eighty-one percent of the parents felt that the amount of reading and/or writing done in the home by their children had increased. As indicated in the additional comments, most of the children seemed to greatly enjoy their increased capacity.

It is evident from the review of one hundred and thirty-eight parents' responses, that the Writing to Read program is viewed by the large majority of parents as an exceptional educational opportunity. The parents believe strongly that their children enjoy the program, and, in addition, most of the parents believe that their children are doing better in reading and writing than they would have been doing without the program.

## SUMMARY OF RESPONSES OF THE TEACHERS, PRINCIPALS AND CONSULTANTS

Ten staff members consisting of principals, vice-principals and consultants, who were involved with the Writing to Read program, also responded to a questionnaire requesting their opinions concerning the program. As a group, they are generally satisfied with the progress the pupils are making with the Writing to Read program. It appeared to be a positive experience especially for those students who are generally seen as being slow to average learners. The respondents agreed that the Writing to Read program provides a learning strategy which introduces young pupils to reading skills earlier than the traditional Hamilton approaches.

Some respondents mentioned that the children became a little upset with the program when they had been absent and thus were forced to change partners. Other students appeared to be upset when the testing led them to re-do a section of the program. However, these "minor upsets" were few and did not appear to be significant.

Specific strengths and weaknesses in the Writing to Read program were also noted. Many of the respondents indicated that the program instilled self-motivation, independence and the development of a positive attitude in the children. The program also was conducive to peer interaction and good public relations with the parents. Some weaknesses of the program which were indicated dealt with "physical" problems such as, the poor quality of sound on the diskettes, the number of computers available, the lack of time available to "set-up" the program and the delayed delivery of associated furniture and equipment to set-up. Other concerns which were reported involved the large amount of classroom time that the program requires. In addition, volunteer help, while welcomed, is just not adequate for the demands of the program. Some respondents believed that the amount of time spent on Writing to Read in the kindergarten year may be excessive, causing some other parts of the program to receive less attention than may be appropriate.

Some recommendations were suggested by the teachers, consultants and principals. An aide for each "Writing to Read" lab is recommended. Kindergarten teachers should have more flexibility in setting up the program to meet the pupils' needs: the amount of time spent in the kindergarten class and individualized start-up time for each child depending on background.

Additional effort should be made to inform parents about the program and the computer equipment to increase parental acceptance to an even higher level.

Research Services Department
Hamilton Board of Education
September, 1985

1985 10 01

TO: The Chairman & Members
The Education Management Committee
The Board of Education for
the City of Hamilton

Ladies & Gentlemen:

**RE: A PROPOSAL FOR THE ESTABLISHMENT OF AN ELEMENTARY ALTERNATIVE EDUCATIONAL PROGRAMME**

For some time Hamilton educators have been concerned about those students in our Middle Schools who, for a variety of reasons are not meeting with the success of which they are capable.

Administration, along with a committee involving principals and teachers has, for the past two years, studied the problem, examined the various options, debated programme needs and ascertained the approximate number of students in need of a programme significantly different from the regular Middle School programme.

Attached is a copy of the report of the committee; it has been examined, revised and approved by Academic Council.

It is respectfully recommended:

**That the report: "A Proposal for the Establishment of An Elementary Alternative Educational Programme" be received for information.**

Recommendations for the Board's consideration will be presented at the November E.M.C. meeting.

Prepared by: W. Millar, Area Superintendent

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

# A PROPOSAL FOR THE ESTABLISHMENT OF AN ELEMENTARY ALTERNATIVE EDUCATIONAL PROGRAMME

(THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON)

**Committee Members**

P. Gillie, Principal
B. Castle, Vice-Principal
L. Shuttleworth, Guidance
J. Evans, Teacher
W. Millar, Area Superintendent

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# THE ELEMENTARY ALTER-ED PROGRAMME

## BACKGROUND

The Elementary Alter-Ed Committee is a sub-committee of the Middle School Committee. It was established to examine a concern expressed by middle school principals, guidance counsellors and teachers. In spite of all the resources available in a middle school, there are still a number of students whose needs are not being met. The Elementary Alter-Ed Committee found this concern to be real.

The Committee visited the Secondary Alter-Ed School in Hamilton, visited Alter-Ed programmes in Toronto and Windsor, (see Appendix C) surveyed middle schools, (see Appendix A) and interviewed current Alter-Ed students. (see Appendix B).

As a result of its findings, the Committee believes that an Elementary Alter-Ed Programme would benefit these students. This report details the concern and makes recommendations as to the type of programme required.

## RATIONALE FOR THE ELEMENTARY ALTER-ED PROGRAMME

### 1. IDENTIFIED NEED

In response to concerns expressed by the middle school principals and teachers, a survey was conducted by the guidance counsellors (see Appendix A)

a) The guidance department's survey of every area in the City showed that a number of average and above average students are failing or underachieving due to lack of motivation and organization, poor self-concept and irregular attendance.

There is an inordinate gap between the achievement and measured potential of these students.

These students have become unmotivated due to their lack of confidence and continued failure. Their poor attendance affects their progress and attitude. They feel inadequate and incapable when, in fact, these students have definite skills and abilities which need to be developed.

b) This survey, which covered middle schools in each area of the City, showed that in every case teachers and administrators felt there was a need for an Elementary Alter-Ed Programme. Without hesitation teachers and administrators could give cases of students whose needs were not being met in their school and who could be served by an Alter-Ed Programme.

c) A questionnaire conducted at the Secondary Alter-Ed School further reinforced our findings. (see Appendix B).

d) In a third survey conducted by Joe Yurkiw, Supervisor of Adjustment Services, on Dec. 17, 1984, the adjustment counsellors identified 65 students whose needs would be better met by such a program. (See Appendix D)

## 2. THE IMPORTANCE OF THE COMMUNITY ATMOSPHERE* VS THE REGULAR CLASSROOM

a) The Community approach developed in the Alter-Ed programme helps students to build a sense of themselves and become a part of the decision making progress. They develop a commitment to the programme and to become involved. They have a sense of ownership and are motivated to make the programme work.

b) Experience has shown that these students need a group who share their concerns and can help solve their mutual problems.

In this programme students would be constantly in small groups of 5 to 8 where they could work on common problems such as organizational or social skills. When these skills develop they could return to a larger group situation with the ability and self-confidence needed to cope. These skills and the needed self-esteem are not being developed by periodic withdrawal. Constant removal from the regular classroom makes the student feel centred out and accentuates the problem.

c) Withdrawal on a periodic basis is difficult as the student does not deal with one teacher. The student must return to his class and the withdrawal basis makes him seem even more "different". The Teacher expects the work missed to be completed and adds additional pressure on the child. Teachers have difficulty modifying programmes for individual children and additional problems are created when other students see one child missing certain areas.

d) The effect of peer pressure on the type of student we are considering for our programme is great. These students, who have difficulty coping effectively in a large group situation with a multi-class rotary system become trapped in an unbreakable cycle. An Elementary Alter-Ed Programme would build skills and self-confidence in these young people thereby helping them to get along with their peers. With increased self-worth developed by the community concept of the programme they would be better prepared to succeed in a secondary composite school.

e) Group activities used in the Elementary Alter-Ed Programme would help the students to understand the need for co-operation, shared responsibility and give them a sense of belonging.

* Community Atmosphere:
refers to a small group situation where students (with staff) would have their own identity and their own setting or location.

- The Importance of the Community Atmosphere Vs the Regular Classroom. (cont'd.)

e) From the Alternative Education Programme/School Report 1984 10 30 prepared by D. Rothwell, it is interesting to note Pg. 11, Part D, that in a questionnaire completed by Alter-Education Students in Hamilton, "over 70% of the respondents indicated they had made close friends at Alter-Ed. A majority of the students were supportive of the community concept fostered by the staff".

f) These students have a need for a strong relationship with one teacher. They need a situation where the programme and counselling are one rather than separate entities. At present these students have contacts with up to ten teachers and when they are withdrawn for guidance an eleventh becomes involved.

3. EARLY IDENTIFICATION AND EARLY APPROPRIATE PLACEMENT.

a) These students are being identified in our schools. Different resources are being used to help them but without success. There is a need for early appropriate placement to give these students a greater chance to regain a sense of purpose and their self-esteem. They need to develop a positive attitude before they can be moved on to secondary composite schools.

b) Without the availability for appropriate placement, these students are often being misplaced. They are being transferred to vocational schools or other elementary schools to repeat the grade. Some are repeating grades at their schools without success and others are going to other independent schools in the Community.

c) Additional Resource Personnel in our schools and many different strategies have been tried without success for these students. The cost of using Board personnel plus three or four resource persons in the school must be weighed against an Alter-Ed Programme.

d) Statistics show that the Secondary Alter-Ed Programme is successful and that increasing numbers of students are applying for entry. If we could help these students at an earlier age, we may stop loss of self-esteem and prevent them from encountering further failure situations.

## THE ELEMENTARY ALTER-ED PROGRAMME

### A. Criteria for Selection

Candidates for the Elementary Alter-Ed Programme should meet the following requirements:

a) registered in a middle school.

b) average or better learning ability.

c) demonstrate some of the following criteria:

- in need of being motivated, educationally.
- in need of learning organizational skills.
- in need of improving their peer relations.
- in need of improving their school attendance.

It is to be noted that these students presently are not experiencing success in the regular middle school programme, but have the potential to achieve success in the regular middle school programme and/or in a secondary composite school. Candidates must be recommended by their "sending" middle school principal and must also be accepted by an admission committee.

### B. Goals

The goals of the Elementary Alter-Ed Programme are to assist students:

a) to develop the skills and work habits necessary for academic success.

b) to examine their personal goals and to improve their ability to work toward achieving them.

c) to learn to take responsibility for themselves and to share responsibility for the success of the programme.

d) to work toward a return to the regular school at their appropriate level with an enhanced likelihood of success.

e) to improve their own self-image by providing them with opportunities for personal growth and success.

f) to work with peers and parents to build a positive concept and attitude towards education.

### C. Location

In order to serve the candidates of the Elementary Alter-Ed Programme in the best possible manner, the school should be located:

Location, cont'd.

a) where it is able to maintain its own unique identity.

b) where resources are available for students' use.

c) within a proximity to a secondary school.

d) in a centrally located area near a major bus route.

D. THE ELEMENTARY ALTER-ED PROGRAMME PRIORITIES

The Elementary Alter-Ed Programme will be organized to meet the needs of the students involved and to address their individual styles.

a) Academically the programme will be designed to include the basic skills of communication, numeracy and life skills. Other subjects will be taught in an interdisciplinary approach.

b) The curriculum and teaching strategies will be designed to meet the individual needs of the students and the goals of the programme. These needs could be in the area of skills, attitudes or concepts.

c) Opportunities to receive a secondary school credit(s) will be provided for students who meet the requirements.

E STAFFING

The proper staffing of the Elementary Alter-Ed Programme is essential for it to function with maximum success.

Staffing requirements are as follows:

a) appointment of a programme leader.

b) current Middle School staffing ratios.

c) a teacher-aide at a ratio of 30:1.

d) service of a social worker.

e) appropriate secretarial support.

Teachers hired for the Programme should be caring and sensitive to the special needs of these children. Special education and/or guidance backgrounds would be helpful.

F APPOINTMENT OF A PROGRAMME LEADER

a) The programme leader to be appointed prior to the commencement of the programme in order that he/she could be involved in the selection of other staff, preparation of the programme, and the setting up of the location.

b) The programme leader to be responsible to the Area Superintendent.

continued...../6

Appointment of Programme Leader, cont'd.

c) The programme leader, in co-operation with the area superintendent, to establish the admission committee and conduct interviews with the parents and students for admission to the programme.

d) The programme leader to be responsible for the organization of the programme and co-ordination of the staff.

e) The programme leader to be responsible for the ordering of texts, supplies, and equipment.

f) The responsibility allowance for the programme leader would be equivalent to a principal's assistant.

Establishment of the Programme

It is anticipated that this new programme will be established on a pilot basis, and that the maximum number of students, for this academic year, will be 30.

An interim evaluation will be provided, prior to the full extension of the programme.

Since this is an identified need, we feel that the programme should be implemented by the first of February, 1986, and that a Programme Leader be appointed, in sufficient time, to organize and implement the programme.

# THE GUIDANCE DEPARTMENT SURVEY

## APPENDIX A

PURPOSE:

Elementary School guidance counsellors were asked to provide us with profiles of students known to them who were not achieving but had the capabilities to do so. Specifically counsellors were asked to identify:

- reasons for lack of achievement
- strengths and weaknesses of these students.
- actions the school had taken
- their probable destiny.

This appendix details the profiles of these students as provided by the guidance counsellors.

PRESENT STANDING OF THE STUDENTS

| ACHIEVEMENT | | BEHAVIOUR | | ATTENDANCE | |
|---|---|---|---|---|---|
| 10 | unsatisfactory | 4 | unsatisfactory | 5 | unsatisfactory |
| 1 | satisfactory | 7 | satisfactory | 6 | satisfactory |

PRESENTING PROBLEMS

Survey responses indicated the following areas to be the reasons for lack of success.

1. Lack of attendance caused unsatisfactory progress or failure in almost fifty per cent of the students.
2. Many of the students had above average capabilities but were not producing satisfactory work.
3. Incomplete assignments were a major problem.
4. Students lacked motivation.
5. Home and emotional problems:
   - lives in a group home (unwanted by parents)
   - possessive mother and father.
   - single parent-concerned but little control
   - child must babysit at home often.
   - mother-daughter relationship needs counselling.
   - outside agencies involved.
   - problems in divorce and remarriage.

Presenting problems, cont'd.

6. Some students were unable to function in the regular classroom; difficulties learning or handling responsibility, poor concentration and the need to move around were sited as causes.

7. Student feels nobody cares; exhibits disruptive and frustrative actions.

8. One student placed in a GLD class showed strengths beyond this level.

REASONS FOR LACK OF SUCCESS.

1. These students do not fit into the regular classroom. They have low self-esteem and frequently are unmotivated in academic settings.

2. Their work habits are poor. The students have a short attention span and no interest to do well. Work is not started or completed and the students are unprepared for class.

3. Although capable of excellent work, these students see no value in completing the work and therefore there is little effort given on assignments.

4. Work is unsatisfactory unless individual attention is given, however, in some cases where attendance is the problem the work is well done when the student is present.

5. Emotional problems and poor self-images hinder chances for academic success; thus they lack the self-discipline necessary to complete daily school work.

6. Students need a more flexible programme with the opportunity to move around.

7. Poor attendance affects progress and attitude. They feel inadequate and incapable.

RESOURCES USED

Survey responses indicate that most or all of the present available resources have been attempted.

1. Parents have been advised in all cases, and numerous conferences have been conducted.

2. Counselling by individual sponsors and guidance personnel.

3. Adjustment counsellors have been involved in many cases.

4. Psychological services.

5. Referral to CAS.

Resources used, cont'd.

6. LRT, GLD and Reading Assistant.

7. School nurse visits in attendance problems.

8. Individual contracts and workbooks, as well as daily logs.

9. A complete program has been set up for an individual student.

10. Special study areas in schools.

11. Integration from GLD into a grade 7 room.

12. Removal from the home.

13. Court appearances for one student.

CHART 1

This chart demonstrates that although these students have difficulty achieving success, they do have excellent skills and strong potential. The strengths and weaknesses of each student have been paired.

| | STRENGTHS | WEAKNESSES |
|---|---|---|
| 1. | High curiosity<br>Pleasant, co-operative with peers and adults<br>Willing to help others | Organizational skills |
| 2. | Good verbal skills | Unfinished work |
| 3. | Woodwork projects | Interpersonal relations create problems in a group situation. |
| 4. | High potential - computers | Not turning in work |
| 5. | Henmon Nelson 111<br>Geog., instrumental music, reading. | None, poor attendance. |
| 6. | Oral abilities | Temper, vocabulary and dialect |
| 7. | Computer knowledge<br>10th decile | Hand, eye co-ordination<br>Written work. |
| 9. | Art work<br>Good imagination in creative writing.<br>Oral ability | Failure to complete and hand in work |
| 10. | Good IQ score<br>High reading level | Poor work and study habits<br>Lack of effort. |
| 11. | Ability tests show high potential | Poor attendance |

CHART 2

The following chart describes the behaviour and peer relationships of these students. As in chart 1 the two have paired.

| | BEHAVIOUR | PEER RELATIONSHIPS |
|---|---|---|
| 1. | Highly distractable, unorganized pleasant, outgoing, responds to individual attention and praise | good |
| 2. | Growing more and more disruptive<br>Academically frustrated<br>Blames others for his behavious | Blames others<br>Deterioration in peer relationships. |
| 3. | Defiant, in his own world. | Very uncomfortable<br>Tries to set people up.<br>Dislikes working with younger children<br>Bullies younger children. |
| 4. | Satisfactory | No friends, peers avoid |
| 5. | Satisfactory unless things don't go well and then temper erupts. | Excellent, involved in many activities |
| 6. | Satisfactory | Loner, states friends are in different areas of the city. |
| 7. | No real problem but can be distracting<br>Tries to give a street wise front | Likes to impress peers, but peers are put off by her many absences. |
| 8. | Good to fair<br>Problems with teachers for lack of effort and work | Fair to poor<br>Peers see him as different and strange. |
| 9. | Talks himself into negative situations | No friends, peers pick on him due to immature behaviour. |
| 10. | Satisfactory | Improving, is becoming more accepted by his classmates. |
| 11. | Poor, lies makes false promises.<br>Makes excuses for jobs undone<br>Sulky, moody disposition, appears angry on many occasions | Terrible, no friends but fantasizes having them.<br>Peers don't bother with her as they have nothing in common. |

PATTERN OF PROGRESS - SUMMARY

IRREGULAR Eight of the eleven students had an irregular pattern of progress. Two had failed twice and their year is again in danger. Five have failed once; three of them are unsuccessful at this point. One student was behind due to his failure to attend school when first coming to this country. His year is also in danger.

REGULAR The three students who have tried a regular pattern of progress are all in danger of repeating their year at this point. One of the students whose pattern was regular has recently transferred from another system.

TEST RESULTS OF TYPICAL CANDIDATES:

| | | Age | Comment |
|---|---|---|---|
| 1. | H.N. - 8th decile | 13.4 | Repeated 6 |
| 2. | High ability, enrichment gr 7 - | 14.3 | Repeated 7 |
| 3. | Gates - comp. 10.8<br>CAT - comp 11.3<br>H.N. - 10th decile | 12.10 | May repeat 7 this year |
| 4. | H.N. - 8th decile<br>Gates/Sept. 84 - 9.2 | 14 | May repeat 8 this year |
| 5. | H.N.- 10th decile<br>Gates - 12.5 in gr. 7 | 15.4 | Repeated 7, may need to repeat 8 |
| 6. | GATES/83- Voc. 11.4<br>Comp. 12.8 | 13 | Repeated 7, still failing |

Legend:

H.N. - Henmon-Nelson Test (learning capacity - 5th decile is average intelligence)

C.A.T.- Canadian Achievement Test (basic skills - Math, English, Etc.)

GATES - Reading test (comprehension and vocabulary, Grade scores)

SUMMARY OF FINDINGS.

- These students appear to be average or above average learners.
- Many have experienced failure in spite of measured ability.
- Home factors and emotional problems appear to hinder these students.
- All available resources in the school have been used with little or no success.
- Probable placement at the end of this year:
  - Repeat present grade
  - Vocational secondary as a last resort although innappropriate.
  - Composite secondary by default.
- Guidance counsellors are concerned that since their promotion does not cure the problem, many are likely to leave school at age sixteen.

## SECONDARY ALTER-ED STUDENT QUESTIONNAIRE

## APPENDIX B

The Elementary Alter-Ed Committee met with a sample of present Secondary Alter-Ed students to determine why an Alter-Ed Programme meets with their needs where a regular school programme did not. Students completed a short questionnaire.

The questionnaire confirmed our belief that the format based on a community structure best meets the needs of the type of student profiled in Appendix A. It also confirmed our belief in the need for an alternative placement at an earlier age.

Appendix B summarizes the students responses to the questionnaire.

### WHY DO YOU LIKE THE SECONDARY ALTER-ED PROGRAMME?

- Allows me to learn responsibility
- work at your own pace
- people here, friendly atmosphere
- the acceptance
- teachers have time to deal with personal life
- chance to get certain subjects for college
- second chance for an education
- environment I need to work in
- no pressure
- more freedom
- chance to be yourself
- chance to voice your views
- we are one big happy family
- don't have to sit in classes all day
- different and better than a regular school
- small classes
- learn more on your own
- teaches you to use time wisely
- example to yourself - everyday is a new day, don't give up on education.
- only school that would accept me.

### WHY ARE YOU MORE SUCCESSFUL HERE?

- enjoy coming to school
- work at your own pace
- teachers spend time, encourage you
- only get three subjects
- spend more time on one subject
- work when, how, and how much I want.
- allowed to pick own courses and work projects
- less pressure to meet deadlines
- can work without distraction
- free atmosphere, more acceptance
- get to know the people as it is small
- emotional support from friends and teachers
- feeling of self worth when work is accomplished
- don't have to sit in a classroom all day
- never done as much work before.

WHAT TYPE OF PROBLEMS CAUSED YOU TO COME TO ALTER-ED?

- attendance
- not able to get along with teachers and principal
- not able to get along with other students
- sickness prevalent
- couldn't handle 8 subjects a year
- more concern with personal problems than school
- boredeom
- too many rules
- fighting
- drug problem
- stuck inside all day
- crowding
- general alienation
- forced to quit
- rebellious behavious
- failing tests.

DID YOU HAVE SIMILIAR PROBLEMS IN GRADE SEVEN AND EIGHT?

Of the 25 students surveyed 18 or 72% said, "yes"

WOULD AN ALTER-ED PROGRAMME HAVE HELPED YOU AT THAT TIME?

Sixty per cent of the students surveyed felt an earlier Alter-Ed Programme would have benefitted them. The students responding, "yes" gave the following reasons:

- couldn't get the help I needed in reading and spelling, the problem was spotted my third time in grade 8
- problem was due to sickness, teachers didn't have the time to help me catch up
- wouldn't have lost most of my schooling
- probably wouldn't have failed grade 6
- failed grade 8 three times due to rebellion against the rules
- problem could have been stopped earlier
- probably would be in a normal school now
- Mom ill in grade 7, 8 - the Alter-Ed teachers would have listened
- need the atmosphere here, instead I had to wait a few years to get back on track
- could have learned the basics
- learn responsibility and realize mistakes earlier
- always rushed to get everything done

APPENDIX C

ARTICLE : THE WINDSOR STAR

## FOLLOWING THE RAINBOW TO A HIGH SCHOOL DIPLOMA

By Paul McKeague, Star Education Reporter

At first sight, Windsor's new Alternative Education Program looks like a secondary school student's idea of Utopia.

The classroom walls, painted by the students, are covered with bright rainbows surrounded by white puffs of clouds.

Students who arrive early for school fill in the time by playing rock music on the classroom's sound system. During the day they can often be found producing radio programs or stretched out on sofas reading books and magazines. And once a week there's a feature movie for those who have completed their week's math and language assignments on time.

The rules of the program were set up after consultations between teachers and students and the atmosphere is relaxed and friendly.

BUT THE PURPOSE of the program set up in the basement of the old High School of Commerce, is dead serious.

It's the product of years of study aimed at cutting the dropout rate in the Windsor Board of Education's secondary schools.

The program's 14 students, ranging in age from 13 to 15, all showed average or better than average intelligence in public school.

But their difficulties in adjusting to the tradional education system made them likely to drop out of secondary school after reaching the age of 16.

"The kids come in here with the view they're losers and we're trying to give them the winner's attitude." says paraprofessional Leigh Taylor, a former Windsor police officer, who acts as instructor, counsellor and friend to the students.

"THE PURPOSE of the program is to get the kids in, give them a positive attitude to school, and move them on"

Each day the program's two teachers give the teenagers exercises to improve their basic math and communication skills to the point where they can succeed in secondary school.

"It's not all fun and it's not all games - we do sit down and we do work and we do have deadlines," says Heather Laurence, 14, who missed more than 100 days at Victoria Public School last year.

"But here you want to do the work. You feel independent, you feel responsible. We all had problems at our other schools, problems we couldn't deal with. My peers - I couldn't get along with them at all I was so shy and self-conscious and now I'm not, I fit in here."

THE TEACHERS are partly responsible, she says. "They're more friends than teachers, If we ever had a problem they'd be right beside us."

Appendix C, cont'd.

The close relationship with other students in the program also helped, she adds. Unlike the cliques that develop at other schools, "here everybody's together. This is the first year of the program - we started this together. A lot of kids wear Levis jackets and walk around looking tough, but they're nice people."

It was Heather who developed the rainbow motif with which the students covered classroom walls.

"A rainbow is a symbol of hope and when you follow the rainbow you get to a pot of gold," she explains "Our pot of gold is a high school diploma."

Kathie Gillies, 14, failed Grade 7 two years ago because she rarely attended class.

"I USED EVERY excuse I used to lie a lot about being sick. I can turn on the tears like nothing. Sometimes I just didn't go (to school) and my mother wouldn't know I'd just stay in my room. I'd get up at 12:30 and watch soap operas. Once you get involved in that rut it's hard to get out.

Now she regularly attends the alternative program and wants to go on to university. But school used to be misery.

"The Teachers, the kids, the work - I hated them" she says.

"My teachers treated me like I was a little kid when I was 13. I wasn't bad, I didn't talk back or anything. I just didn't do my work. Here, we're treated like mature teenagers."

Her academic skills have improved and she'll soon begin taking the Grade 9 math course offered by the continuing education program, which occupies other rooms in the Old Commerce building at 441 Tecumseh Rd. E.

SINCE SEPTEMBER, 52 children have been through the program. Some have already moved on to regular secondary schools, while others have returned to elementary schools.

Victoria Public School principal, Sam Dragich, who helped develop the program, admits not all youngsters have been helped in September and October "we had many here with behavior problems that were so severe they had to be moved out" he said.

Initial discipline problems have since been overcome, he says. Four of the 34 present students are taking regular secondary school classes after dropping in first thing in the morning for reinforcement.

Teachers hope the development of better work habits and improved attitudes to school and themselves will enable most of the other students to cope next year with the larger, more regulated and more impersonal world of a regular secondary school.

APPENDIX D

## THE ADJUSTMENT COUNSELLORS' SURVEY

## U.P.D.A.T.E: September 24, 1985

Adjustment Counsellors have already identified (at this early date in September), fifty-three students who meet the criteria as candidates for the proposed Alter-Education Programme. Several of these students were identified in last year's surveys.

The following chart indicates the distribution across the city by Areas:

| | Area of the City | No. of Students Identified |
|---|---|---|
| Lower City | Area One | 8 |
| | Area Two | 8 |
| | Area Three | 11 |
| Upper City | Area Four | 7 |
| | Area Five | 4 |
| | Area Six | 9 |
| | * S.A.L.E.P. | 6 |
| | | 53 |

* Supervised Alternative Learning for Excused Pupils (i.e., early school leavers)

The Adjustment Services Department is predicting that additional candidates will be identified by mid-year.

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Mrs. R. Jensen (Chairman); Trustees Paikin, Rogers and Van Horne; Dr. Jacobs; Dr. Morris.

Also Present: Trustee Baskin.

Officials Present: Mr. J. Penner (Deputy Business Administrator), Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services), Mr. R. Adams (Supervisor - Special Education), Mr. E. Hipkiss (Consultant - Special Education).

The Committee recommends:

PART II

(a) That the Board support the survey undertaken by the Social Planning and Research Council in conjunction with the Ministry of Community and Social Services regarding trainable retarded adults over the age of 21 years, at no cost to the Board.

Respectfully submitted,

Mrs. R. Jensen,
Chairman.

Committee Room,
1985 09 23.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 09 26.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART I**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That Mr. Mark Albrich be appointed to the Occasional Staff, effective 1985 09 13 until 1985 10 18, with salary according to schedule.

(b) That the resignation of Mr. Ysbrand vanKeulen, who is retiring on superannuation, effective 1985 12 31, be accepted and that he be considered for gratuity in accordance with the Board's plan.

(c) That the request of Mrs. Gene Sutton for a Leave of Absence, with pay, effective 1985 10 31 to 1985 11 07, to act as Head Judge's Assistant in the World Championship Gymnastics Competition to be held in Montreal, Quebec, be granted.

(d) That the request of the Ministry of Education to allow Mr. John Cortina to act as chaperone on the planned excursion for Italian and Spanish exchange students and their Ontario partners, 1985 10 02-04, with pay be granted.

(e) That up to 100 students of the Grade 12 and 13 Geography Urban Studies Course from Hamilton Secondary Schools be permitted to attend a 4-day field trip in Montreal from October 24-27/85.

(f) That one teacher for every 15 students plus the geography supervisor or designate, supervise the geography field study excursion to Montreal October 24-27/85 and that each receive $150 for their expenses.

(g) That the action of the Superintendent of Operations in the approval of the following trips be approved.

(i) Delta Secondary School, Grade 11-12, Outdoor Education, Rockwood, Ontario, 1985 09 22-24 (Sun. to Tues.)

(ii) Glendale Secondary School, Grade 9-13, Basketball Team, Meaford, Ontario, 1985 09 27-29 (Fri. to Sun.)

(iii) Hill Park Secondary School, Grade 11-13, Outdoor Education, Algonquin Park, 1985 09 26-29 (Thurs. to Sun.)

(h) That the following trips be approved:

(i) Churchill, Delta, Glendale and Scott Park Secondary Schools, Senior Art Students, Albright-Know, Buffalo, New York, 1985 12 11

(ii) Delta Secondary School, Grade 12, Outdoor Education, Algonquin Park, 1985 10 18-20 (Fri. to Sun.)

(iii) Hill Park Secondary, Grade 11-13, Outdoor Education, Bruce Trail, Wiarton, Ontario, 1985 10 18-20 (Fri. to Sun.)

(iv) Hill Park Secondary, Grade 11-13, Outdoor Education, Cyprus Prov. Park, 1985 11 14-17 (Thurs. to Sun.)

**Superintendent of Curriculum and Special Services**

(a) That the action of the Superintendent of Curriculum & Special Services in permitting four teachers to attend the "Rec-Ed Symposium" to be held at Scarborough, Saturday, 1985 09 28 and that $60.00 each towards registration and expenses be paid, be approved.

(b) That one secondary (composite) vice-principal attend the "Situational Leadership: Management Skills for Educational Administrators Conference", to be held at Toronto, Thursday, 1985 11 18 to Friday, 1985 11 29 and that $340.00 be paid for registration (Staff Development).

(c) That up to six secondary (composite) teachers attend the "Strategies for Today's Education - O.S.S.T.F. Conference" to be held at Toronto, Tuesday, 1985 11 27 (evening) to Thursday, 1985 11 29 and that $240.00 each be paid towards registration and expenses.

(d) That seven secondary (composite) and one secondary (vocational) teachers attend the "Ontario Society of Education through Art Conference", to be held at London, Thursday, 1985 11 21 to Saturday, 1985 11 23, and that expenses be paid according to policy.

(e) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend the "Anglais/English Guideline Symposium" held at Ottawa, Tuesday, 1985 09 17 to Thursday, 1985 09 19, and that $415.00 towards expenses be paid, be approved.

(f) That four secondary school teachers attend the "Ontario Family Studies/Home Economics Educator's Conference" to be held at Toronto, Thursday, 1985 10 24 to Saturday, 1985 10 26 and that $150.00 each be paid towards registration and expenses.

(g) That up to twelve secondary (composite) teachers, new to business education attend the "Ontario Business Education Conference" to be held at Toronto, Friday, 1985 10 25 and that $70.00 each be paid towards registration and expenses.

(h) That fourteen secondary (composite) teachers attend the "Ontario Business Education Workshop" to be held at Toronto, Saturday, 1985 10 26 and that $25.00 each be paid towards registration and expenses.

(i) That eight secondary (composite) and one secondary (vocational) teachers attend "The Ontario History and Social Sciences Teachers' Association Fall Conference" to be held at Toronto, Thursday, 1985 10 24 (evening) to Friday, 1985 10 25 and that $115.00 each be paid towards registration.

(j) That the action of the Superintendent of Curriculum and Special Services in permitting four secondary (composite) teachers to attend "The Festival for Teachers Seminar", held at Stratford on 1985 09 27 and that expenses according to policy be paid, be approved.

(k) That the principal of G. P. Vanier secondary attend the "21 e Congres Des Directeurs des Ecoles Franco-Ontariennes Conference" to be held at Toronto, Wednesday, 1985 10 16 to Saturday, 1985 10 19 and that $349.00 be paid toward registration and expenses.

(l) That two secondary (composite) teachers attend "The Order Out of Chaos - O.S.S.T.F. Conference on Evaluation" to be held at Toronto, Thursday, 1985 11 14 to Friday, 1985 11 15 and that $205.00 be paid towards registration and expenses.

(m) That five secondary (composite) geography teachers attend the "Ontario Association of Geographic and Environmental Education Conference" to be held at St. Catherines, Friday, 1985 10 25 to Saturday, 1985 10 26 and that $70.00 each be paid towards registration and expenses.

(n) That up to six secondary (composite) geography teachers attend the "Ontario Association for Geographic and Environmental Education Conference" to be held at St. Catherines, Saturday, 1985 10 26 and that $50.00 each be paid toward registration and expenses.

(o) That one secondary (Alter-Education) principal attend the"Ontario Alternative Educational Association Conference" to be held at Cornwall, Thursday, 1985 10 24 to Friday, 1985 10 25 and that registration and expenses be paid according to policy.

(p) That one secondary (vocational) teacher attend "The Waterloo County Art Educator's Association Impact, Once More With Feeling Conference" to be held at Kitchener, Friday, 1985 11 08 and that $100.00 be paid towards registration and expenses.

(q) That one secondary (composite) teacher attend "The Waterloo County Art Educator's Association Impact, Once More With Feeling Conference" to be held at Kitchener, Thursday, 1985 11 07 to Saturday, 1985 11 09 and that $300.00 be paid towards registration and expenses.

(r) That five secondary (vocational) teachers attend the "Hobart Welding Course" to be held at Woodstock, Tuesday, 1985 10 15 and that $40.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one secondary vocational school teacher attend the Ontario School Counsellors Association 1985 Conference, as a presenter, to be held in London, Ontario, from Wednesday, 1985 11 13 to Friday, 1985 11 15 and that her expenses be paid according to policy.

1985 10 01

To The Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

**RE: PROPOSED REVISIONS - SCHOOL YEAR CALENDAR 1985-86**
**- SECONDARY SCHOOLS**

At its meeting of 1985 08 22, the Board changed the school year calendar as follows:

> "...and that September 3, 1985 be a Professional Activity Day in substitution for April 25, 1986 which was previously approved by the Board."

April 25, 1986 was originally planned as the O.S.S.T.F. Professional Development Day. The Federation and the Curriculum Panel have agreed to share a professional development day pending Board approval. It is felt that in so doing, the needs of both groups can be addressed.

It is, therefore, respectfully recommended:

**That the February 14, 1986 day originally scheduled for curriculum be moved to April 21, 1986 and that April 21, 1986 be designated an O.S.S.T.F. Professional Development Day with a curriculum emphasis. Therefore, April 25, 1986 will become a regular Instruction Day.**

Prepared and Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

REQUESTS RE: SALARY HOLDBACK PLAN ("4 Over 5")

(a) That approval be granted for the requests of the following teachers for Leaves of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the first semester of the 1987-1988 school year, effective 1987 09 01 to 1988 01 31:

Mr. David Evans
Ms. Gail Rappolt

(b) That approval be granted for the requests of the following teachers for Leaves of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the second semester of the 1987-1988 school year, effective 1988 02 01 to 1988 06 30:

Ms. Diane Durney
Ms. Barbara Ormond
Mr. Gordon Stevens

(c) That approval be granted for the request of Ms. Sheila McLeod for a Leave of Absence under the Salary Holdback Plan ("4 over 5") of the Secondary School Collective Agreement for the first semester of the 1988-1989 school year, effective 1988 09 01 to 1989 01 31.

(d) That approval be granted for the requests of the following teachers for Leaves of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement for the 1989-1990 school year, effective 1989 09 01 to 1990 06 30:

Ms. Diana Beacham
Mr. Alan Boyd
Mr. Dennis McIlveen
Mr. Robert McIvor
Mr. Steven Pearson
Mr. Glenn Stewart
Ms. Helen I. Valenzuela

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 10 01

To The Chairman and Members,
Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: HAMILTON PLACE PRODUCTIONS

Over the past three years the Hamilton Board of Education and the surrounding Boards have co-operated with Hamilton Place in the production of student shows. These have involved our staff and students in a meaningful way and have provided opportunities for our students to develop first hand knowledge and expertise related to Theatre Arts and Production. Over the past three years the following works have been produced:

**Jesus Christ Superstar**
**Westside Story**
**Joseph And His Coat Of Many Colours**

As a result of this, Hamilton Place has developed a summer series called New Faces Festival which involves students and created summer jobs. Hamilton Place has also developed a scholarship in conjunction with the Hamilton Board of Education which is available to students who intend to study Theatre Arts at the university level. The association has been a good one for both Hamilton Place and the school boards involved and is one which Hamilton Place would wish to continue.

Hamilton Place is presently considering another production for the 1986 year. The exact musical to be produced has not been determined but the major consideration would appear to be **"Hello Dolly"**. We have once again been asked for formal involvement of the Hamilton Board of Education. This involvement would be on a basis similar to that in previous years, i.e. no cost to the Hamilton Board of Education with the exception of provision of some rehearsal space during the year and release time for teachers immediately prior to the production. The Administration is most supportive of this endeavour and recommends our involvement.

**RECOMMENDATION:**

The Hamilton Board of Education participate with Hamilton Place in the development of a musical production for students during the 1985-86 school year.

Prepared by: A. J. Krever, Director of Education.

Submitted by: A. J. Krever, Director of Education.

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Macaluso and Mulholland; Mesdames, Barker, Lapointe, and Garon; Messrs. Desmarais and Lord.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent).

Also Present: Mr. R. Davidson (Ministry of Education),
Mr. I. Massouh (Principal, Georges P. Vanier).

The Committee recommends:

PART I

(a) That the date and location of the French Language Advisory Committee election be Monday, 1985 12 09 at the Education Centre.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1985 09 18.

# AGENDA

## EDUCATION MANAGEMENT COMMITTEE

## 1985 11 05

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Confirmation of the minutes of the last regular and special meeting of 1985 10 10.

## GENERAL

HAMILTON PUBLIC LIBRARY
NOV 05 1985
GOVERNMENT DOCUMENTS

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the Supervised Alternative Learning for Excused Pupils (S.A.L.E.P.) Committee.
3. Report of the Special Education Advisory Committee.

## PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Trainable Retarded Children's Advisory Committee (tabled from July E.M.C. - 1985 07 02).
2. Update: Operation Prepare - requested by Mr. Mulholland.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Staffing Report.
4. Report of the Committee To Study the Future of French Immersion (from 1985 10 15).

## PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Alternative Education/School (Alter-Ed).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Staffing Report.
3. Report from the Officials re: Ontario Secondary School Students' Association.
4. Request re: "4 Over 5" Plan - Mr. R. McIvor.

4. Report from the Officials re: 6th Annual Career in Theatre Seminar and 4th Annual Career in Music Seminar.

5. Report from the Officials re: Proposed Use of Westdale Secondary School Auditorium by the Hamilton Philharmonic Orchestra.

6. Report from the Officials re: Evaluation - Co-Educational Vocational Program.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 11 05

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

## GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the American Association of School Administrators 1986 Annual Convention to be held at San Francisco, Friday, 1986 02 21 to Wednesday, 1986 02 26, and that registration and expenses be paid according to policy.

(b) That an Area Superintendent attend the NTL Workshop "The Positive Negotiation Program" to be held at Amelia Island, Fla., Friday, 1985 12 06 to Tuesday, 1985 12 10, and that the registration fee and expenses be paid.

(c) That approval be given for a grant application to the Employment Development Branch, Employment and Immigration Canada, in order for this Board to develop a Suicide Prevention Program in co-operation with the Hamilton-Wentworth Regional Police and the Council on Suicide Prevention - Hamilton and District, at no cost to this Board.

(d) That approval be given for a grant application to the Employment Development Branch of Employment and Immigration Canada, in order for this Board to develop an Adolescent Citizenship Program (Crime Prevention, Law, Human Rights and Race Relations Curriculum) in co-operation with the Hamilton-Wentworth Regional Police, at no cost to this Board.

(e) That two principals and one senior official attend the Annual Conference of the Ontario Educational Research Council to be held at Toronto on Friday, 1985 12 06 and Saturday, 1985 12 07, and that $85 each be paid towards expenses.

(f) That three members of the Research Services Department staff attend the Annual Conference, including the pre-conference workshop, of the Ontario Educational Research Council to be held at Toronto on Thursday, 1985 12 05 to Saturday, 1985 12 07, and that $90 each be paid towards expenses.

### Superintendent of Curriculum and Special Services

(a) That one Mathematics Consultant attend "Columbus Conference National Council of Teachers of Mathematics", as a participant, to be held at Columbus, Ohio, Wednesday, 1985 12 04 to Friday, 1985 12 06, and that expenses be paid according to policy.

(b) That the Family Studies Supervisor and one English Consultant attend "The Order Out of Chaos - OSSTF Conference on Evaluation" to be held at Toronto, Thursday, 1985 11 14 to Friday, 1985 11 15, and that $205 be paid towards registration and expenses.

(c) That the Values Education Consultant attend the "Controversial Issues in Moral Education Conference" as a participant to be held at Toronto, Friday, 1985 11 08 to Saturday, 1985 11 09, and that $20 be paid towards expenses.

(d) That one Computer Consultant attend the Third Annual International Conference on Computers in Education" to be held at Montreal, Quebec, Tuesday, 1985 11 26 to Thursday, 1985 11 28, and that registration and expenses be paid according to policy.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting one English Supervisor to attend the "Ontario Council of Teachers of English, The Balancing Act Conference" held at Toronto, Thursday evening, 1985 10 24 to Saturday, 1985 10 26, and that $125 for registration and expenses be paid, be approved.

(f) That one Co-ordinator, Co-op Education, attend the "National Convention of the American Vocational Association to be held at Atlanta, Georgia, Friday, 1985 12 06 to Tuesday, 1985 12 10, and that expenses be paid according to policy.

**Associate Superintendent of Curriculum and Special Services**

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting the Media Services Consultant to attend the 7th Annual Dimensions '85 Conference held in Toronto on Wednesday, 1985 10 30, be approved and that $105 be paid towards the cost of registration and expenses.

(b) That the action of the Associate Superintendent of Curriculum and Special Services in permitting up to five Special Education Consultants to attend the 29th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children held at Toronto, Friday, 1985 10 31 and/or Friday, 1985 11 01, be approved and that $40 each be paid towards the cost of registration.

**Superintendent of Operations**

(a) That the Employee Assistance Program, available to all personnel of the Hamilton Board of Education, be continued for the 1986 calendar year.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

# REPORT OF THE

# SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Miss H. Detwiler (Chairman);
Trustees Clarke, Flaherty, Rogers, Van Horne and Mulholland.

Also Present: Mr. R. Beauchamp, Probation Services.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Mr. J. Yurkiw (Supervisor, Adjustment Services),
Ms. J. Long (Special Needs Counsellor).

The Committee recommends:

## GENERAL

(a) That consideration be given to the following:

- providing accommodation for the SALEP LIFE SKILLS program in one of the Alternative Education Program facilities,
- exploring strategies whereby a very limited number of appropriate SALEP students could be involved with the Alternative Education Programs.

(b) That the Early School Leaving Statistical Report for 1984-85 be approved as presented to the members (see attached).

Respectfully submitted,

Miss H. Detwiler,
Chairman.

Committee Room,
1985 10 09.

# SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS

# (SALEP)

# ANNUAL REPORT

# 1984-85

After six years as an integral part of the Adjustment Services Department, the Supervised Alternative Learning for Excused Pupils program continues to serve the special needs adolescent of compulsory school age by providing a constructive and supervised alternative to school.

The 1984-85 school year (September 1984 to May 1985) was abbreviated by a labour dispute. Regardless, an increase of referrals by 20% over the last two years was evident (82/83 -- 66; 83/84 -- 63; 84/85 -- 76). It appears that the increase in applications may be, in part, a reflection of the full implementation of the semester system. A greater emphasis has been placed on attendance as a prerequisite for achieving credits. For some students a semester has been lost because of absenteeism and/or suspensions, and, while waiting for the next semester to start, they have applied for SALEP although their intention was to return to school as soon as possible.

Although there was a significant increase in SALEP applications, the employment situation for 14-15 year olds remains extremely difficult. A pilot wage subsidy program (school/work arrangement) introduced in March 1984 by the government to encourage employers to hire inexperienced youth proved to be helplful in securing jobs during the past year. Unfortunately, the program was terminated in March 1985, and no new programs have yet been introduced.

Concern has been expressed regarding student employment during the time between the submission of the application and the SALEP hearing. In an effort to reduce the waiting period, extra scheduled meetings have been arranged in addition to regularly scheduled meetings. Increased representation from the community, such as from Probation and the Youth Employment Centre, has also helped to meet this need.

It is clear that the Supervised Alternative Learning for Excused Pupils program is still providing an important resource to the schools and the community; working together to meet the unique needs of some adolescents.

Jennifer S. Long
SPECIAL NEEDS COUNSELLOR

# SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)

## 1984 - 85

| | 14 YEARS OLD Boys | 14 YEARS OLD Girls | 15 YEARS OLD Boys | 15 YEARS OLD Girls | TOTAL Boys | TOTAL Girls | TOTAL |
|---|---|---|---|---|---|---|---|
| 1. No. of students on approved programs requiring part-time attendance at school | 1 | - | - | 1 | 1 | 1 | 2 |
| 2. No. of students on approved programs including some formal education, such as night school or correspondence course(s) | - | 4 | 1 | 4 | 1 | 8 | 9 |
| 3. No. of students on approved programs with **no** school component required | 1 | - | 27 | 18 | 28 | 18 | 46 |
| 4. SUBTOTAL: No. of students not attending full time day school (Add #1 + #2 + #3) | 2 | 4 | 28 | 23 | 30 | 27 | 57 |
| 5. No. of students processed by SALEP Committee, but required to attend school full time | - | 1 | 1 | - | 1 | 1 | 2 |
| 6. Total No. of Applications (Add #4 + #5) | **2** | **5** | **29** | **23** | **31** | **28** | **59** |
| **PROGRAM ENROLLED IN AT TIME OF RELEASE** | | | | | | | |
| A. Elementary: Gr. 7 | 1 | - | - | - | 1 | - | 1 |
| Gr. 8 | - | 2 | 1 | - | 1 | 2 | 3 |
| B. Secondary: Vocational, Gr. 9 | 2 | 2 | 1 | 2 | 3 | 4 | 7 |
| Vocational, Gr. 10 | - | 1 | 12 | 5 | 12 | 6 | 18 |
| Composite Sec., Gr. 9 | 1 | - | 4 | 3 | 5 | 3 | 8 |
| Composite Sec., Gr. 10 | - | - | 8 | 12 | 8 | 12 | 20 |
| C. **No. of Students Not Attending Full-Time School** (Sum A + B = #4 above) | **4** | **5** | **26** | **22** | **30** | **27** | |

**REPORT OF THE**

**SPECIAL EDUCATION ADVISORY COMMITTEE**

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Bishop, Christianson, Masters, Rudderham Stanhope, Stevens and Tilbury; Mr. Byron; Drs. Brennan and Rosenbaum.

Also Present: Ms. Diane Moore - representative, Women Teachers' Association.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Ms. P. Myatt (Administrative Assistant to the Director),
Ms. M. Edge (Program Leader - Staff Development).

The Committee recommends:

GENERAL

a) That the Hamilton Board of Education provide up to $1,000 for students to attend performances of "Rolling Thunder Theater".

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1985 10 30.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 05 21.

TO THE CHAIRMAN AND MEMBERS,
TRAINABLE RETARDED CHILDREN'S
ADVISORY COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

The Education Act in Section 74 stipulates that a divisional board such as Hamilton shall establish an advisory committee on schools for trainable retarded pupils. Then it goes on to say that a Board may discontinue such a committee (a) if the Board appoints one member to the Special Education Advisory Committee from a local association for the mentally retarded to include the requirements of the Special Education Advisory Committee under Section 182 (7). There are, therefore, three routes we can follow:

1. Establish an advisory committee for schools for the trainable retarded pupils and establish a Special Education Advisory Committee. This is the option this Board took in 1982. The Trainable Retarded Committee has six members, the Special Education Advisory Committee has 17 members. Each committee includes three trustees.

The composition of the two committees is:

| Trainable Retarded | Special Education Advisory Committee |
|---|---|
| Section 74 (4) | Section 182 (2) & Section 74 (2b) |
| 3 Trustees | 3 Trustees (1 trustee elected by separate school electors) |
| 3 appointees from the Hamilton & District Mentally Retarded Association | 12 representatives from local associations (exceptional children) |
| | 1 representing French speaking ratepayers |
| | 1 representing Mentally Retarded Association |
| | 1 representative from the Hamilton Public Library |
| 6 Total | 18 Total |

2. The second option is just to discontinue the Trainable Retarded Committee and establish the Special Education Advisory Committee as permitted in section 74 (2a). The composition of the committee would be:

3 Trustees (1 elected by separate school supporters)

12 representatives from local associations (exceptional children) one must be Mentally Retarded Representative.

1 representative from French speaking ratepayers

1 representative from the Hamilton Public Library

17 Total

3. The third option is to establish a Special Education Advisory Committee merged with the Trainable Retarded Committee as permitted under Section 182 (7):

3 trustees (1 elected by separate school electors)

3 representatives from Mentally Retarded Association

12 representatives from local associations (exceptional children) (no Mentally Retarded Representative)

1 representative from French speaking ratepayers

1 representative from the Hamilton Public Library

20 Total

Respectfully submitted,

R. S. Cartmell,

Secretary-Treasurer and
Business Administrator.

JP/jep

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 10 31.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART II**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Brenda Agostini, 1985 09 16 to 1985 10 25 (full time)
1985 10 28 to 1985 11 25 (.5)

Mrs. Ann Cucuz, 1985 11 01 to 1985 12 31

Mrs. Margaret Fleet, 1985 09 17 to 1985 11 29

Mrs. Joan Whitmore-Lennox, 1985 09 09 to 1985 10 18

(b) That the appointment of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Dawn Crocker, 1985 10 17 to 1986 02 13 (.5)

Mr. Michael Helt, 1985 09 03 to 1985 10 31

Miss Marcia Kelso, 1985 09 03 to 1985 10 11 (full time)
1985 10 14 to 1985 10 25 (.5)

Mrs. Audrey Knox, 1985 10 21 to 1986 02 13 (.5)

(c) That Mrs. Georgia James be returned from Leave of Absence and assigned teaching duties effective 1985 10 15 (.5).

(d) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Nancy Joudrie, 1986 01 06 to 1986 05 02

Mrs. Anne Luxon, 1985 12 09 to 1986 04 04

Mrs. Elizabeth McQueen, 1986 01 06 to 1986 05 02

Mrs. Marsha Randall, 1985 12 02 to 1986 03 28

Mrs. Nancy Turnbull, 1986 01 06 to 1986 04 25

(e) That the Maternal Leave of Absence granted to Mrs. Wenda Tulloch at the October Meeting, be changed to become effective 1985 10 17 to 1986 02 13.

(f) That the request of Mrs. Gloria Woodruff for an Adoption Leave, effective 1985 10 31 to 1985 11 29, be granted.

(g) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mrs. Patricia Gareth, 1986 01 06 to 1986 12 31

Mrs. Brenda Southward, 1986 01 06 to 1986 08 31

(h) That the request of Mrs. Kathleen Taylor for an extension of her Leave of Absence, effective 1986 01 01 until 1986 08 31, be granted.

(i) That the resignation of Mrs. Margaret E. Mills, who is retiring on superannuation, effective 1985 12 31, be accepted and that she be considered for gratuity in accordance with the Board's plan.

(j) That the increase of timetable for Mrs. Theresa Cardey, approved at the October Meeting, be changed to read "from .7 to .8".

(i) That the following trips be approved:

(i) George L. Armstrong, Grade 8, French, Quebec City, Quebec, 1986 02 19-22 (Wednesday to Saturday)

(ii) Lawfield, Grade 8, Ottawa, Ontario, 1986 02 12-14 (Wednesday to Friday)

(iii) Memorial, Grade 8, Quebec City, Quebec, 1986 01 22-25 (Wednesday to Saturday)

**Superintendent of Curriculum & Special Services**

(a) That one teacher attend the "Ontario Library Association Conference" to be held at Toronto, Thursday evening, 1985 11 21 to Sunday, 1985 11 24 and that $200.00 be paid towards registration and expenses.

(b) That one principal attend the "Youth...Reaching Towards Responsibility Conference" to be held at Montreal, Wednesday, 1985 11 20 to Friday, 1985 11 22 and that registration and expenses be paid according to policy.

(c) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend the "Kodaly Conference" held at London, Friday, 1985 10 18 to Sunday, 1985 10 20 and that registration and expenses according to policy be paid, be approved.

(d) That one teacher attend the "Kids and Curriculum Conference" to be held at Ottawa, Thursday, 1985 11 14 to Friday, 1985 11 15 and that registration and expenses be paid according to policy.

(e) That two teachers and one principal attend the "Controversial Issues in Moral Education Conference" to be held at Toronto, Friday, 1985 11 08 to Saturday, 1985 11 09 and that $105.00 each be paid towards registration and expenses.

(f) That one teacher attend the "Third Annual International Conference on Computer in Education" to be held at Montreal, Quebec, Tuesday, 1985 11 26 to Thursday, 1985 11 28 and that registration and expenses be paid according to policy.

(g) That two teachers and one primary consultant attend the "Symposia Series '85 - Fridays at York" to be held at Toronto, Friday, 1985 11 22 and that $65.00 be paid towards registration and expenses.

(h) That one teacher attend the "Nineteenth Annual Conference for History and Social Science Teachers" to be held at Kingston, Friday, 1985 11 08 to Saturday, 1985 11 09 and that registration and expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting two teachers to attend the York Symposia Series - Curriculum Design: Special Education held in Toronto, Friday, 1985 11 01, be approved, and that each receive $60 towards the cost of registration and expenses.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 10 31.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: Report on Staffing 1985-86**

**Background**

Each year a report on staffing statistics in our schools is presented to the November Education Management Committee for the information and reaction of the trustees.

**Elementary School Staffing**

The process for staff allocation in the individual elementary schools is a function of principal requests for teachers to the staffing committee of superintendents, based on the school organization and on the terms of the collective agreement. The staff allocations and the placement of appropriate staff is carried out in May and June based on projected enrolment figures for September 30. In most schools the actual September organization corelates very closely with the projections made in the Spring. However, when significant variation in the school organization occurs, classes have to be either opened or closed. This practice is extremely unpopular in the school and in the community and wherever possible it is avoided.

The staffing committee has made every effort possible to staff the schools in order to meet the educational needs of the students and to reach, but not exceed, the average class size by division, as outlined in the collective agreement. Although school consolidations this year has helped to eliminate some very small classes and triple grade situations, we are still experiencing difficulty in the smaller schools in maintaining program integrity while applying the system-wide staffing formula. The following guidelines taken from the collective agreement were used in staffing this year:

Junior Kindergarten

Article 20.01

"As of October 1st, the average class size across the system for Junior Kindergarten shall not exceed 20." The actual average class size for Junior Kindergarten on September 30, 1985 is 17.97.

Senior Kindergarten

"The Board will endeavour to have a maximum class size not to exceed 25 for Senior Kindergarten. It is recognized that this maximum be exceeded where special circumstances necessitate a larger class but in no case shall the class size exceed 28." The actual average class size for senior kindergarten is 19.70. In some cases, where special circumstances dictated, teacher aides have been added. There are no senior kindergarten classes with 28 or more pupils.

Grade Classes

Article 20.02

"Effective September 1, 1985 the city-wide average class size, by division shall not exceed:"

1. Primary - 25.7
2. Junior - 28.5
3. Intermediate - 27.95

The actual average class size for September 30, 1985 is:

1. Primary - 25.27
2. Junior - 27.85
3. Intermediate - 27.20

Composite Secondary Staffing

As in the elementary schools, staffing is done in May and June. Allocations of staff are made to the individual schools based on the numbers of pupils, the pupil-teacher ratio (17.3:1) and the loading factors described in the collective agreement.

This year has been a most difficult year to project enrolment and staffing requirements. Lack of information from the schools in May and June has resulted in many staffing adjustments being made after the school year had begun, causing added disruption within the schools.

As of September 30, 1985, the composite secondary school enrolment was 12,811 with a teaching staff of 778.83 teachers.

Vocational Secondary School Staffing

The guideline used for staffing in vocational secondary schools is the pupil teacher ratio (not to exceed 12.3) and the class loading (academic classes - 18 average, vocational classes - 17 average) have been met.

Total number of students - 1,943

Total staff - 168.66

P.T.R. - 12.14

Recommendations:

**That this report be received for information.**

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

# REPORT ON AVERAGE CLASS SIZE: ELEMENTARY SCHOOLS

SEPTEMBER 30, EACH YEAR

GRADE SUMMARY

| YEAR | JR.K. | KGN. | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | SP.E. | OPP. | GIFTED | GRADES 1-8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1973-74 | 17.6 | 21.8 | 24.2 | 28.5 | 28.9 | 29.9 | 30.3 | 31.0 | 30.6 | 29.3 | 7.0 | 12.9 | | 29.06 |
| 1974-75 | 18.3 | 22.7 | 24.0 | 28.1 | 28.5 | 29.4 | 30.0 | 30.1 | 30.8 | 29.3 | 7.1 | 12.5 | | 28.54 |
| 1975-76 | 18.7 | 20.9 | 23.7 | 26.5 | 27.5 | 28.3 | 28.5 | 30.1 | 29.3 | 29.1 | 7.3 | 12.3 | | 27.76 |
| 1976-77 | 17.9 | 20.5 | 23.6 | 26.6 | 28.1 | 28.8 | 28.7 | 29.6 | 28.5 | 28.4 | 7.7 | 12.5 | | 27.61 |
| 1977-78 | 18.2 | 20.9 | 23.7 | 26.8 | 27.8 | 28.3 | 28.6 | 28.1 | 28.7 | 28.7 | 7.3 | 12.7 | | 27.47 |
| 1978-79 | 18.4 | 20.0 | 23.7 | 26.7 | 27.8 | 29.4 | 29.1 | 29.4 | 28.5 | 27.8 | 7.1 | 12.4 | | 27.58 |
| 1979-80 | 18.5 | 20.2 | 23.9 | 26.8 | 27.7 | 28.6 | 29.0 | 29.0 | 28.6 | 27.2 | 7.3 | 11.9 | | 27.44 |
| 1980-81 | 18.9 | 21.0 | 24.4 | 26.4 | 28.3 | 28.5 | 29.7 | 30.1 | 28.2 | 27.2 | 7.3 | 11.9 | | 27.67 |
| 1981-82 | 18.4 | 19.7 | 23.9 | 26.5 | 27.3 | 28.7 | 29.4 | 29.6 | 28.2 | 27.7 | 7.2 | 11.7 | | 27.51 |
| 1982-83 | 18.5 | 20.2 | 24.3 | 26.5 | 27.1 | 29.0 | 30.2 | 29.1 | 27.5 | 28.6 | 7.4 | 11.1 | | 27.58 |
| 1983-84 | 17.8 | 19.8 | 23.8 | 25.8 | 27.0 | 27.3 | 27.8 | 28.9 | 28.4 | 27.5 | 7.5 | 9.8 | 19.8 | 26.87 |
| 1984-85 | 18.0 | 19.2 | 24.0 | 25.6 | 27.2 | 27.9 | 28.7 | 28.3 | 27.7 | 28.4 | 7.6 | 9.0 | 19.8 | 27.00 |
| 1985-86 | 18.0 | 19.7 | 24.2 | 25.4 | 26.6 | 28.0 | 28.5 | 27.1 | 28.3 | 26.3 | 7.1 | 9.5 | 17.9 | 26.62 |

Research Services Department
Hamilton Board of Education
October 14, 1985

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1985

| CLASS SIZE | JR KGN | KGN | GR 1 | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 | OPP | SP ED | GFTD | TOTAL | CLASS SIZE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | | | | | | | | | | | 1 | | | 1 | 2 |
| 3 | | | | | | | | | | | | 1 | | 1 | 3 |
| 4 | | | | | | | | | | | 3 | 4 | | 7 | 4 |
| 5 | | | | | | | | | | | 2 | 11 | | 13 | 5 |
| 6 | | | | | | | | | | | 6 | 9 | | 15 | 6 |
| 7 | | | | | | | | | | | 3 | 13 | | 16 | 7 |
| 8 | | | | | | | | | | | 9 | 13 | | 22 | 8 |
| 9 | 1 | | | | | | | | | | 7 | 7 | | 15 | 9 |
| 10 | | | | | | | | | | | 13 | 4 | | 17 | 10 |
| 11 | 1 | 1 | | | | | | | | | 3 | 2 | 1 | 8 | 11 |
| 12 | 2 | | | | | | | | | | 5 | 1 | | 8 | 12 |
| 13 | 4 | 3 | | | | | | | | | 4 | | | 11 | 13 |
| 14 | 6 | 4 | 1 | | | | | | | | 5 | | 2 | 18 | 14 |
| 15 | 2 | 3 | | | | | | | | 1 | | | | 6 | 15 |
| 16 | 8 | 6 | | | | | | | | | | | 1 | 15 | 16 |
| 17 | 17 | 15 | 1 | | | | | | | 1 | 1 | | 2 | 37 | 17 |
| 18 | 15 | 13 | 2 | | 1 | 1 | | | 1 | 1 | 1 | | | 35 | 18 |
| 19 | 17 | 27 | 2 | | | | | | | 5 | | | 3 | 54 | 19 |
| 20 | 42 | 11 | 2 | 3 | 1 | | 1 | 2 | 1 | | | | | 63 | 20 |
| 21 | 2 | 11 | 7 | 6 | | 1 | 1 | 2 | 4 | 1 | | | | 35 | 21 |
| 22 | | 10 | 12 | 8 | 4 | 2 | 1 | 2 | 2 | 1 | | | 2 | 44 | 22 |
| 23 | | 4 | 11 | 9 | 10 | 4 | 2 | 7 | 1 | 1 | | | | 49 | 23 |
| 24 | | 6 | 14 | 14 | 7 | 4 | 4 | 6 | 1 | 9 | | | | 65 | 24 |
| 25 | | 9 | 23 | 11 | 8 | 10 | 4 | 8 | 4 | 12 | | | 1 | 90 | 25 |
| 26 | | 2 | 18 | 12 | 11 | 5 | 7 | 7 | 5 | 13 | | | | 80 | 26 |
| 27 | | 4 | 13 | 15 | 11 | 8 | 7 | 12 | 11 | 8 | | | | 89 | 27 |
| 28 | | | 3 | 7 | 8 | 7 | 11 | 6 | 15 | 9 | | | | 66 | 28 |
| 29 | | | 1 | 11 | 3 | 12 | 9 | 8 | 6 | 4 | | | | 54 | 29 |
| 30 | | | | 1 | 7 | 5 | 10 | 8 | 7 | 7 | | | | 45 | 30 |
| 31 | | | | 3 | 4 | 12 | 10 | 7 | 7 | 6 | | | | 49 | 31 |
| 32 | | | 1 | | 5 | 3 | 6 | 4 | 11 | 2 | | | | 32 | 32 |
| 33 | | | | | 3 | 4 | 3 | 1 | 3 | | | | | 14 | 33 |
| 34 | | | | | | | | 2 | 1 | 1 | | | | 4 | 34 |
| 35 | | | | | | 3 | 3 | | | | | | | 6 | 35 |
| 36 | | | | | | | | | 2 | | | | | 2 | 36 |
| *T.CLSS | 117 | 129 | 111 | 100 | 83 | 81 | 79 | 82 | 82 | 82 | 63 | 65 | 12 | 1086 | T.CLSS |
| T.PUPILS | 2102 | 2541 | 2684 | 2535 | 2211 | 2266 | 2251 | 2223 | 2318 | 2143 | 596 | 460 | 215 | 24545 | T.PUPILS |
| A.C.S. | 17.97 | 19.70 | 24.18 | 25.35 | 26.64 | 27.98 | 28.49 | 27.11 | 28.27 | 26.13 | 9.46 | 7.08 | 17.92 | 22.60 | A.C.S. |

AVERAGE CLASS SIZE: GRADES ONE TO EIGHT

| CLASS SIZE | GR 1 | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 | TOTAL | CLMLTVE TOTAL | CLASSES AS % OF TOTAL | CLMLTVE AS % OF TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | | | | | | | | | 0 | 0 | 0.00% | 0.00% |
| 12 | | | | | | | | | 0 | 0 | 0.00% | 0.00% |
| 13 | | | | | | | | | 0 | 0 | 0.00% | 0.00% |
| 14 | 1 | | | | | | | | 1 | 1 | 0.14% | 0.14% |
| 15 | | | | | | | | 1 | 1 | 2 | 0.14% | 0.29% |
| 16 | | | | | | | | | 0 | 2 | 0.00% | 0.29% |
| 17 | 1 | | | | | | | 1 | 2 | 4 | 0.29% | 0.57% |
| 18 | 2 | | 1 | 1 | | | 1 | 1 | 6 | 10 | 0.86% | 1.43% |
| 19 | 2 | | | | | | | 5 | 7 | 17 | 1.00% | 2.43% |
| 20 | 2 | 3 | 1 | | 1 | 2 | 1 | | 10 | 27 | 1.43% | 3.86% |
| 21 | 7 | 6 | | 1 | 1 | 2 | 4 | 1 | 22 | 49 | 3.14% | 7.00% |
| 22 | 12 | 8 | 4 | 2 | 1 | 2 | 2 | 1 | 32 | 81 | 4.57% | 11.57% |
| 23 | 11 | 9 | 10 | 4 | 2 | 7 | 1 | 1 | 45 | 126 | 6.43% | 18.00% |
| 24 | 14 | 14 | 7 | 4 | 4 | 6 | 1 | 9 | 59 | 185 | 8.43% | 26.43% |
| 25 | 23 | 11 | 8 | 10 | 4 | 8 | 4 | 12 | 80 | 265 | 11.43% | 37.86% |
| 26 | 18 | 12 | 11 | 5 | 7 | 7 | 5 | 13 | 78 | 343 | 11.14% | 49.00% |
| 27 | 13 | 15 | 11 | 8 | 7 | 12 | 11 | 8 | 85 | 428 | 12.14% | 61.14% |
| 28 | 3 | 7 | 8 | 7 | 11 | 6 | 15 | 9 | 66 | 494 | 9.43% | 70.57% |
| 29 | 1 | 11 | 3 | 12 | 9 | 8 | 6 | 4 | 54 | 548 | 7.71% | 78.29% |
| 30 | | 1 | 7 | 5 | 10 | 8 | 7 | 7 | 45 | 593 | 6.43% | 84.71% |
| 31 | | 3 | 4 | 12 | 10 | 7 | 7 | 6 | 49 | 642 | 7.00% | 91.71% |
| 32 | 1 | | 5 | 3 | 6 | 4 | 11 | 2 | 32 | 674 | 4.57% | 96.29% |
| 33 | | | 3 | 4 | 3 | 1 | 3 | | 14 | 688 | 2.00% | 98.29% |
| 34 | | | | | | 2 | 1 | 1 | 4 | 692 | 0.57% | 98.86% |
| 35 | | | | 3 | 3 | | | | 6 | 698 | 0.86% | 99.71% |
| 36 | | | | | | | 2 | | 2 | 700 | 0.29% | 100.00% |
| T.CLSS | 111 | 100 | 83 | 81 | 79 | 82 | 82 | 82 | 700 | | | |
| T.PUPILS | 2684 | 2535 | 2211 | 2266 | 2251 | 2223 | 2318 | 2143 | 18631 | | | |
| A.C.S. | 24.18 | 25.35 | 26.64 | 27.98 | 28.49 | 27.11 | 28.27 | 26.13 | 26.62 | | | |
| DIVISION CLASSES | | 294 | | | 242 | | | 164 | | | | |
| DIVISION STUDENTS | | 7430 | | | 6740 | | | 4461 | | | | |
| DIVISION A.C.S. | | 25.27 | | | 27.85 | | | 27.20 | | | | |

REPORT ON AVERAGE CLASS SIZE: SEPTEMBER 30, 1985

## LARGE AND SMALL CLASSES

(Opportunity and All Other Special Education Classes Omitted)

(A) Classes With 35 Students or More on September 30, 1985

35 Students

1. George R. Allan - Grade 4
2. George R. Allan - Grade 5
3. James MacDonald - Grade 4
4. James MacDonald - Grade 4
5. Mountview - Grade 5
6. Strathcona - Grade 5

36 Students

1. Prince of Wales - Grade 7
2. Prince of Wales - Grade 7

(B) Classes With 15 Students or Less on September 30, 1985

15 Students

1. Queen Mary - Grade 8

14 Students

1. Hillsdale - Grade 1

(C) Summary of Large and Small Classes: Junior Kindergarten to Grade 8

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|
| Classes 15 and Under | 4(.42%) | 25(2.63%) | 43(4.44%) | 46(4.85%) | 29(3.07%) |
| Classes Over 35 | 3(.32%) | 7( .74%) | 1( .10%) | 2( .21%) | 8( .85%) |
| TOTAL CLASSES | 951 | 950 | 968 | 948 | 946 |

# REPORT OF THE

# COMMITTEE TO STUDY THE FUTURE OF FRENCH IMMERSION

Present: Mrs. L. Vine (Chairman);
Trustees Cunningham, McMurrich and Mulholland.

Also Present: Trustees Baskin, Bell, Deans, Hicks and Kennedy.

Officials Present: Mr. J. Penner (Deputy Business Administrator)
Mr. K. A. Rielly (Superintendent of Operations)
Mr. C. McKague (Superintendent of Curriculum & Special Services)
Mr. R. Kennedy (Area Superintendent)
Mr. O. Jackson (Supervisor - Research Services)

## PART II

The Committee recommends:

(a) That this Board attempt to formally assess and comprehensively respond to the demand for French Immersion by means of a Central Registry and that this be done by January 1st, 1986.

Respectfully submitted,

Mrs. Lillian Vine,

Chairman.

Committee Room,
1985 10 15.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 11 05

To The Chairman and Members,
Education Management Committee,
The Board of Education for the
City of Hamilton,
100 Main Street West,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Alternative Education Program/School (Alter-Ed.)

At the October E.M.C. meeting in 1984, a report containing recommendations relating to the opening of a second Alter-Ed. location was presented to the Board for consideration. These recommendations along with the appropriate budget allocations were approved with the new location to begin operation at Sir J. A. Macdonald Secondary School in September, 1985.

For a number of valid reasons, it was decided to defer the renovations at Sir J. A. Macdonald from July/August, 1985 to a later date. It now becomes quite apparent that the additional location is needed and that it could be operationalized early in 1986.

The present location (i.e. Caledon Secondary School) is operating beyond physical capacity. Once the second facility is opened, it is planned to move approximately seventeen students from the present site to the new one. These seventeen would be augmented by students who are already awaiting admission as well as by referrals through the system.

The following recommendations parallel those which were approved by the Board in October, 1984 (see p #4 of attached report).

RECOMMENDATIONS

1. That an alternative education program/school be located at Sir J. A. Macdonald Secondary School, such accommodation to be able to house up to 70 students, and that the program begin operation no later than 1986 02 03.

RECOMMENDATIONS

2. That a program leader for the alternative educational program/ school commence duties as of 86 01 06.

3. *That administration and staffing considerations for the alternative program/school be those presently in operation at Alter-Ed.

* (i) One program leader (outside staff-student ratio).

(ii) Staff-student ratio as per collective agreement.

NOTE: The Director's Accommodation Committee has been requested to investigate other facilities located on the escarpment should there be a need for further expansion of the program presently located at Caledon Secondary School.

Prepared and Submitted by: D. Rothwell

Approved by: A. J. Krever

Attach.
/ cm

ALTER-ED. 85-10-07
D. Rothwell

Purpose of Program:

The alternative educational program would be designed for persons who are presently working or are unemployed, are disenchanted, and who have some desire to continue their education. For such persons, regular school is simply unrealistic. In addition, such a program could also serve those students who were in the process of dropping out. At a latter date, other groups, such as the disruptive, the student needing greater enrichment activities, and, perhaps, specific ethnic groups could be investigated for some form of alternative programming. Another group to be considered are those students who are proceeding through the Early School Leaving Committee. Further details regarding the identification and referral of prospective students will be dealt with later in this report.

Goals:

Although there are a number of both short and long term goals, the summation of these might be as follows:

1. Hopefully, to reduce the number of students who cease formal schooling, and subsequently become dissatisfied with society (often manifesting such dissatisfaction with unacceptable behaviour).

2. To convince both those who may cease and those who have already ceased formal schooling that there is some value in academic/vocational pursuit and that learning is a life process to be continued beyond the regular school environments

3. Since the program would be credit oriented, the achieving of a S.S.G.D., either through the alternative school or through a return to the home school, would also be a goal for some of the clientele.

Change in the Committee Structure:

Until June, 1984 a steering committee under the chairmanship of the area superintendent charged with the responsibility of operating the program assisted Alter-Ed. Because of the necessity of addressing both curricula concerns and liaison elements, two committees are now operating. The steering committee has been disbanded and in its place a "Planning Committee" is operating. Representation on this committee includes the following:

- Trustee
- Program Leader (plus staff)
- Supervisor of Curriculum and Instruction
- Supervisor of Adjustment Services
- Principal/Vice Principal of Composite Secondary School
- Guidance Supervisor/Staff Assistant
- Gifted/Enrichment Consultant
- Co-operative Education Representative
- Superintendent of Curriculum and Special Services
- Area Superintendent (Chairman)

In order to deal with feeder school liaison and student identification, a "Liaison Committee" has also been formed. Composition of this committee includes the following:

- Program Leader (Chairman)
- Alter-Ed. Staff
- One Representative from each Composite Secondary School (vice-principal or guidance department)

It is hoped that this new structure will meet the needs of the program more adequately. In order to make the system more aware of what Alter-Ed. has to offer, presentations have already been made at professional activity days and to committees within the system.

## Destination of 1983-84 Alter-Ed. Students

At July's E.M.C. meeting, it was specifically asked "if members could receive background on some students who have passed through the alternative education system when the report comes back to the committee" (84 07 13, Education Management part 1). The following data has been compiled with this request in mind.

Total No. of Students During 1983-84 School Year.....102

No. of students who:

| | | |
|---|---|---|
| (i) | returned to composite secondary school, Sept. 84 | 14 |
| (ii) | went directly to employment | 10 |
| (iii) | seeking employment | 2 |
| (iv) | returned to Alter-Ed. in Sept., 1984 (from June) | 28 |
| (v) | at home | 5 |
| (vi) | moved out-of-town | 6 |
| (vii) | involved at Katimavik | 2 |
| (viii) | graduated | 3 |
| (ix) | upgrading at Mohawk | 3 |
| (x) | hairdressing school | 1 |
| (xi) | returned to Alter-Ed. (left prior to June) | 6 |
| (xii) | transferred to composite secondary school during year | 7 |
| (xiii) | incarceration | 1 |
| (xiv) | unknown | 14 |
| | TOTAL | 102 |

## Future Needs

The needs of alternative education in Hamilton have been addressed by the former Steering Committee, the present Planning Committee, the Liaison Committee and have been discussed at professional activity day workshops. Throughout its existence, the program has been monitored carefully and developed in a sound, educational manner. At the same time, innovations have been welcomed and some creative thinking has resulted in the provision of a very worthwhile addition to the educational services being offered by the Board of Education for the City of Hamilton. There is little doubt that there is now a need to consider expansion of the program.

Statistics clearly point out the following:

(i) the need for further student places

(ii) the proximity problem now facing certain schools and, consequently, the need for a site located below the escarpment

(iii) the need for further course offerings which can only be achieved through additional staff (teachers in both locations would be interchangeable on a modular basis in order to maximize the number or courses available at both locations)

(iv) the possible need for a location above the escarpment which offers more space than is presently available

## Recommendations

It is recommended:

1. That an alternative education program/school be established below the escarpment, such accommodation to be able to house up to 70 students, and that the program begin operation no later than 1985 09 01.

2. *That administration and staffing considerations for the alternative education program/school be identical to those presently in operation at Alter-Ed.

3. That the Director's Accommodation Committee investigate other facilities located above the escarpment should there be a need for further expansion for the 1985-86 school year.

## Some Statistics

At the present time 55% of the students at Alter-Ed. come from the lower city while 45% live above the escarpment. Of the total population at Alter-Ed., 25% live the area serviced by Sir John A. Macdonald S.S. Since one of four students resides in this area, it would seem logical to consider the school as a viable location.

It was pointed out at one of the committee's 1983-84 meetings, that according to data available to the Adjustment Services Department, a service was being provided for middle-class students residing above the escarpment. At the same time, such data revealed that no such service was being provided for lower-middle class students residing in the downtown area. The recommendation at that time again suggested that Sir John A. Macdonald S.S. would be a logical consideration and the committee was in general agreement. Data concerning this year's enrolment appears to substantiate this recommendation.

It should be noted that our data points out quite clearly that many of the lower-middle class students at Alter-Ed. typically have one parent only, need financial assistance and are sometimes on welfare. Low-cost housing in the central core area appears to attract such students.

Conclusion:

It is felt that as long as the program is to be located within an existing secondary school, the most suitable site in the lower city is Sir J. A. MacDonald S.S. Should other programs be recommended for Sir J. A. MacDonald in the future, or should the program be able to be housed in its own facility, then the program could be considered for another location.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 10 31.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART I**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mr. Gregory Lougheed, 1985 09 11 to 1985 10 17

Mrs. Beverley Mitchell, 1985 10 15 to further notice

Mr. Donald Pente, 1985 09 16 to 1985 10 11

Mr. Gordon Phillips, 1985 09 03 to 1985 10 11

(b) That the appointment of Mr. Mark Albrich to the Probationary Staff, approved at the October Meeting, be changed to become effective 1985 10 21.

(c) That the request of Mrs. Marian Allen for a Maternal Leave of Absence, effective 1986 01 01 to 1986 04 30, be granted in accordance with conditions governing Maternal Leave.

(d) That the request of Mrs. Karen Baetz for a Maternal Leave of Absence, effective 1985 11 18 to 1986 03 14, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Personal Reasons until 1986 08 31.

(e) That the timetable of Mrs. Claire Wright be increased from 4/6 time to full-time effective 1985 10 15.

(f) That this Board approve an Overseas Trip for students from 1986 03 05 until 1986 03 15 to London, England and make arrangements with appropriate organizations to implement this trip.

(g) That the following trips be approved:

(i) Delta Secondary School, Grade 13, History, Ottawa, Ontario, 1985 11 20-24 (Wednesday to Sunday)

(ii) Westdale Secondary School, Dramatic Arts, New York, New York, 1986 02 05-09 (Wednesday to Sunday)

**The Superintendent of Curriculum & Special Services**

(a) That three secondary (composite) and two secondary (vocational) teachers attend the "Sexuality 85 Conference" to be held at Toronto, Thursday, 1985 11 14 to Friday, 1985 11 15 and that $200.00 each be paid towards registration and expenses.

(b) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary (composite) teacher to attend the "Professional Development - Resource Teacher Programmes Conference" held at Sturgeon Falls, Thursday, 1985 10 17 to Friday, 1985 10 18 and that travel expenses according to policy be paid, be approved.

(c) That the action of the Superintendent of Curriculum and Special Services in permitting three secondary (composite) teachers to attend the "Ontario Horticulture Teachers' Association Annual Workshop" held at Guelph, Friday, 1985 11 01 and that registration and expenses be paid, be approved.

(d) That one secondary (composite) teacher attend the "Bi-Levelling: A Practical Strategy Conference" to be held at Toronto, Friday, 1986 02 28 and that $125.00 be paid towards registration and expenses.

(e) That one secondary school teacher attend the "Mid-West Band Clinic" to be held at Chicago, Illinois, U.S.A., Wednesday, 1985 12 18 to Saturday, 1985 12 21 and that expenses be paid according to policy.

(f) That five secondary principals and one secondary vice-principal attend "The Ontario Secondary School Principals' Conference to be held at Toronto, Wednesday, 1986 02 19 to Friday, 1986 02 21 and that registration and expenses be paid.

(g) That one secondary (composite) and one secondary (vocational) principal attend the "National Association of Secondary School Principals' Conference" to be held at Orlando, Florida, U.S.A., Friday, 1986 02 14 to Tuesday, 1986 02 18 and that registration and expenses be paid according to policy.

(h) That one secondary (composite) teacher attend the "Third Annual International Conference on Computer in Education" to be held at Montreal, Quebec, Tuesday, 1985 11 26 to Thursday, 1985 11 28 and that registration and expenses be paid according to policy.

(i) That three secondary (composite) teachers attend "The Order Out of Chaos - O.S.S.T.F. Conference on Evaluation" to be held at Toronto, Wednesday, 1985 11 13 to Friday, 1985 11 15 and that $225.00 each be paid towards registration and expenses.

(j) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend the "Marketing Schools Conference" held at Toronto, Thursday, 1985 11 07 to Friday, 1985 11 08 and that $175.00 towards registration and expenses be paid, be approved. (Staff Development)

(k) That one secondary (composite) teacher attend the "Watcom Seminars, Focus On Computing Conference" to be held at Waterloo, Monday, 1985 11 11 to Wednesday, 1985 11 13 and that registration and expenses be paid according to policy.

(l) That two secondary (composite) teachers attend the "Ontario Library Association Conference"to be held at Toronto, Thursday evening, 1985 11 21 to Sunday, 1985 11 24 and that $200.00 each be paid towards registration and expenses.

(m) That six principals and six secondary (vocational) teachers attend the "Concerns 85 14th Annual Conference re Basic Level Programs" to be held at Toronto, Monday, 1985 11 25 and that $55.00 each be paid towards registration and expenses. (Staff Development)

(n) That one secondary (composite) teacher attend "The Order Out of Chaos - O.S.S.T.F. Conference on Evaluation" to be held at Toronto, Thursday, 1985 11 14 to Friday, 1985 11 15 and that $205.00 be paid towards registration and expenses.

(o) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary (composite) teacher to attend the "Ontario Business Education Workshop" held at Toronto, Saturday, 1985 10 26 and that $25.00 towards registration and expenses be paid, be approved.

Associate Superintendent of Curriculum and Special Services

(a) That up to three teachers attend the Teaching English as a Second Language Conference to be held in Toronto, Thursday, 1985 11 21 to Saturday, 1985 11 23 and that each receive $75 towards the cost of registration and expenses.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 10 31.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: Report on Staffing 1985-86**

**Background**

Each year a report on staffing statistics in our schools is presented to the November Education Management Committee for the information and reaction of the trustees.

**Elementary School Staffing**

The process for staff allocation in the individual elementary schools is a function of principal requests for teachers to the staffing committee of superintendents, based on the school organization and on the terms of the collective agreement. The staff allocations and the placement of appropriate staff is carried out in May and June based on projected enrolment figures for September 30. In most schools the actual September organization corelates very closely with the projections made in the Spring. However, when significant variation in the school organization occurs, classes have to be either opened or closed. This practice is extremely unpopular in the school and in the community and wherever possible it is avoided.

The staffing committee has made every effort possible to staff the schools in order to meet the educational needs of the students and to reach, but not exceed, the average class size by division, as outlined in the collective agreement. Although school consolidations this year has helped to eliminate some very small classes and triple grade situations, we are still experiencing difficulty in the smaller schools in maintaining program integrity while applying the system-wide staffing formula. The following guidelines taken from the collective agreement were used in staffing this year:

Junior Kindergarten

Article 20.01

"As of October 1st, the average class size across the system for Junior Kindergarten shall not exceed 20." The actual average class size for Junior Kindergarten on September 30, 1985 is 17.97.

Senior Kindergarten

"The Board will endeavour to have a maximum class size not to exceed 25 for Senior Kindergarten. It is recognized that this maximum be exceeded where special circumstances necessitate a larger class but in no case shall the class size exceed 28." The actual average class size for senior kindergarten is 19.70. In some cases, where special circumstances dictated, teacher aides have been added. There are no senior kindergarten classes with 28 or more pupils.

Grade Classes

Article 20.02

"Effective September 1, 1985 the city-wide average class size, by division shall not exceed:"

1. Primary - 25.7
2. Junior - 28.5
3. Intermediate - 27.95

The actual average class size for September 30, 1985 is:

1. Primary - 25.27
2. Junior - 27.85
3. Intermediate - 27.20

Composite Secondary Staffing

As in the elementary schools, staffing is done in May and June. Allocations of staff are made to the individual schools based on the numbers of pupils, the pupil-teacher ratio (17.3:1) and the loading factors described in the collective agreement.

This year has been a most difficult year to project enrolment and staffing requirements. Lack of information from the schools in May and June has resulted in many staffing adjustments being made after the school year had begun, causing added disruption within the schools.

As of September 30, 1985, the composite secondary school enrolment was 12,811 with a teaching staff of 778.83 teachers.

Vocational Secondary School Staffing

The guideline used for staffing in vocational secondary schools is the pupil teacher ratio (not to exceed 12.3) and the class loading (academic classes - 18 average, vocational classes - 17 average) have been met.

Total number of students - 1,943
Total staff - 168.66
P.T.R. - 12.14

Recommendations:

**That this report be received for information.**

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

# REPORT ON AVERAGE CLASS SIZE: ELEMENTARY SCHOOLS

SEPTEMBER 30, EACH YEAR

GRADE SUMMARY

| YEAR | JR.K. | KGN. | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | SP.E. | OPP. | GIFTED | GRADES 1-8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1973-74 | 17.6 | 21.8 | 24.2 | 28.5 | 28.9 | 29.9 | 30.3 | 31.0 | 30.6 | 29.3 | 7.0 | 12.9 | | 29.06 |
| 1974-75 | 18.3 | 22.7 | 24.0 | 28.1 | 28.5 | 29.4 | 30.0 | 30.1 | 30.8 | 29.3 | 7.1 | 12.5 | | 28.54 |
| 1975-76 | 18.7 | 20.9 | 23.7 | 26.5 | 27.5 | 28.3 | 28.5 | 30.1 | 29.3 | 29.1 | 7.3 | 12.3 | | 27.76 |
| 1976-77 | 17.9 | 20.5 | 23.6 | 26.6 | 28.1 | 28.8 | 28.7 | 29.6 | 28.5 | 28.4 | 7.7 | 12.5 | | 27.61 |
| 1977-78 | 18.2 | 20.9 | 23.7 | 26.8 | 27.8 | 28.3 | 28.6 | 28.1 | 28.7 | 28.7 | 7.3 | 12.7 | | 27.47 |
| 1978-79 | 18.4 | 20.0 | 23.7 | 26.7 | 27.8 | 29.4 | 29.1 | 29.4 | 28.5 | 27.8 | 7.1 | 12.4 | | 27.58 |
| 1979-80 | 18.5 | 20.2 | 23.9 | 26.8 | 27.7 | 28.6 | 29.0 | 29.0 | 28.6 | 27.2 | 7.3 | 11.9 | | 27.44 |
| 1980-81 | 18.9 | 21.0 | 24.4 | 26.4 | 28.3 | 28.5 | 29.7 | 30.1 | 28.2 | 27.2 | 7.3 | 11.9 | | 27.67 |
| 1981-82 | 18.4 | 19.7 | 23.9 | 26.5 | 27.3 | 28.7 | 29.4 | 29.6 | 28.2 | 27.7 | 7.2 | 11.7 | | 27.51 |
| 1982-83 | 18.5 | 20.2 | 24.3 | 26.5 | 27.1 | 29.0 | 30.2 | 29.1 | 27.5 | 28.6 | 7.4 | 11.1 | | 27.58 |
| 1983-84 | 17.8 | 19.8 | 23.8 | 25.8 | 27.0 | 27.3 | 27.8 | 28.9 | 28.4 | 27.5 | 7.5 | 9.8 | 19.8 | 26.87 |
| 1984-85 | 18.0 | 19.2 | 24.0 | 25.6 | 27.2 | 27.9 | 28.7 | 28.3 | 27.7 | 28.4 | 7.6 | 9.0 | 19.8 | 27.00 |
| 1985-86 | 18.0 | 19.7 | 24.2 | 25.4 | 26.6 | 28.0 | 28.5 | 27.1 | 28.3 | 26.3 | 7.1 | 9.5 | 17.9 | 26.62 |

Research Services Department
Hamilton Board of Education
October 14, 1985

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 30, 1985

| CLASS SIZE | JR KGN | KGN | GR 1 | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 | OPP | SP ED | GFTD | TOTAL | CLASS SIZE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | | | | | | | | | | | 1 | | | 1 | 2 |
| 3 | | | | | | | | | | | | 1 | | 1 | 3 |
| 4 | | | | | | | | | | | 3 | 4 | | 7 | 4 |
| 5 | | | | | | | | | | | 2 | 11 | | 13 | 5 |
| 6 | | | | | | | | | | | 6 | 9 | | 15 | 6 |
| 7 | | | | | | | | | | | 3 | 13 | | 16 | 7 |
| 8 | | | | | | | | | | | 9 | 13 | | 22 | 8 |
| 9 | 1 | | | | | | | | | | 7 | 7 | | 15 | 9 |
| 10 | | | | | | | | | | | 13 | 4 | | 17 | 10 |
| 11 | 1 | 1 | | | | | | | | | 3 | 2 | 1 | 8 | 11 |
| 12 | 2 | | | | | | | | | | 5 | 1 | | 8 | 12 |
| 13 | 4 | 3 | | | | | | | | | 4 | | | 11 | 13 |
| 14 | 6 | 4 | 1 | | | | | | | | 5 | | 2 | 18 | 14 |
| 15 | 2 | 3 | | | | | | | | 1 | | | | 6 | 15 |
| 16 | 8 | 6 | | | | | | | | | | | 1 | 15 | 16 |
| 17 | 17 | 15 | 1 | | | | | | | 1 | 1 | | 2 | 37 | 17 |
| 18 | 15 | 13 | 2 | | 1 | 1 | | | 1 | 1 | 1 | | | 35 | 18 |
| 19 | 17 | 27 | 2 | | | | | | | 5 | | | 3 | 54 | 19 |
| 20 | 42 | 11 | 2 | 3 | 1 | | 1 | 2 | 1 | | | | | 63 | 20 |
| 21 | 2 | 11 | 7 | 6 | | 1 | 1 | 2 | 4 | 1 | | | | 35 | 21 |
| 22 | | 10 | 12 | 8 | 4 | 2 | 1 | 2 | 2 | 1 | | | 2 | 44 | 22 |
| 23 | | 4 | 11 | 9 | 10 | 4 | 2 | 7 | 1 | 1 | | | | 49 | 23 |
| 24 | | 6 | 14 | 14 | 7 | 4 | 4 | 6 | 1 | 9 | | | | 65 | 24 |
| 25 | | 9 | 23 | 11 | 8 | 10 | 4 | 8 | 4 | 12 | | | 1 | 90 | 25 |
| 26 | | 2 | 18 | 12 | 11 | 5 | 7 | 7 | 5 | 13 | | | | 80 | 26 |
| 27 | | 4 | 13 | 15 | 11 | 8 | 7 | 12 | 11 | 8 | | | | 89 | 27 |
| 28 | | | 3 | 7 | 8 | 7 | 11 | 6 | 15 | 9 | | | | 66 | 28 |
| 29 | | | 1 | 11 | 3 | 12 | 9 | 8 | 6 | 4 | | | | 54 | 29 |
| 30 | | | | 1 | 7 | 5 | 10 | 8 | 7 | 7 | | | | 45 | 30 |
| 31 | | | | 3 | 4 | 12 | 10 | 7 | 7 | 6 | | | | 49 | 31 |
| 32 | | | 1 | | 5 | 3 | 6 | 4 | 11 | 2 | | | | 32 | 32 |
| 33 | | | | | 3 | 4 | 3 | 1 | 3 | | | | | 14 | 33 |
| 34 | | | | | | | | 2 | 1 | 1 | | | | 4 | 34 |
| 35 | | | | | | 3 | 3 | | | | | | | 6 | 35 |
| 36 | | | | | | | | | 2 | | | | | 2 | 36 |
| T.CLSS | 117 | 129 | 111 | 100 | 83 | 81 | 79 | 82 | 82 | 82 | 63 | 65 | 12 | 1086 | T.CLSS |
| T.PUPILS | 2102 | 2541 | 2684 | 2535 | 2211 | 2266 | 2251 | 2223 | 2318 | 2143 | 596 | 460 | 215 | 24545 | T.PUPILS |
| A.C.S. | 17.97 | 19.70 | 24.18 | 25.35 | 26.64 | 27.98 | 28.49 | 27.11 | 28.27 | 26.13 | 9.46 | 7.08 | 17.92 | 22.60 | A.C.S. |

AVERAGE CLASS SIZE: GRADES ONE TO EIGHT

| CLASS SIZE | GR 1 | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 | TOTAL | CLMLTVE TOTAL | CLASSES AS % OF TOTAL | CLMLTVE AS % OF TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | | | | | | | | | 0 | 0 | 0.00% | 0.00% |
| 12 | | | | | | | | | 0 | 0 | 0.00% | 0.00% |
| 13 | | | | | | | | | 0 | 0 | 0.00% | 0.00% |
| 14 | 1 | | | | | | | | 1 | 1 | 0.14% | 0.14% |
| 15 | | | | | | | | 1 | 1 | 2 | 0.14% | 0.29% |
| 16 | | | | | | | | | 0 | 2 | 0.00% | 0.29% |
| 17 | 1 | | | | | | | 1 | 2 | 4 | 0.29% | 0.57% |
| 18 | 2 | | 1 | 1 | | | 1 | 1 | 6 | 10 | 0.86% | 1.43% |
| 19 | 2 | | | | | | | 5 | 7 | 17 | 1.00% | 2.43% |
| 20 | 2 | 3 | 1 | | 1 | 2 | 1 | | 10 | 27 | 1.43% | 3.86% |
| 21 | 7 | 6 | | 1 | 1 | 2 | 4 | 1 | 22 | 49 | 3.14% | 7.00% |
| 22 | 12 | 8 | 4 | 2 | 1 | 2 | 2 | 1 | 32 | 81 | 4.57% | 11.57% |
| 23 | 11 | 9 | 10 | 4 | 2 | 7 | 1 | 1 | 45 | 126 | 6.43% | 18.00% |
| 24 | 14 | 14 | 7 | 4 | 4 | 6 | 1 | 9 | 59 | 185 | 8.43% | 26.43% |
| 25 | 23 | 11 | 8 | 10 | 4 | 8 | 4 | 12 | 80 | 265 | 11.43% | 37.86% |
| 26 | 18 | 12 | 11 | 5 | 7 | 7 | 5 | 13 | 78 | 343 | 11.14% | 49.00% |
| 27 | 13 | 15 | 11 | 8 | 7 | 12 | 11 | 8 | 85 | 428 | 12.14% | 61.14% |
| 28 | 3 | 7 | 8 | 7 | 11 | 6 | 15 | 9 | 66 | 494 | 9.43% | 70.57% |
| 29 | 1 | 11 | 3 | 12 | 9 | 8 | 6 | 4 | 54 | 548 | 7.71% | 78.29% |
| 30 | | 1 | 7 | 5 | 10 | 8 | 7 | 7 | 45 | 593 | 6.43% | 84.71% |
| 31 | | 3 | 4 | 12 | 10 | 7 | 7 | 6 | 49 | 642 | 7.00% | 91.71% |
| 32 | 1 | | 5 | 3 | 6 | 4 | 11 | 2 | 32 | 674 | 4.57% | 96.29% |
| 33 | | | 3 | 4 | 3 | 1 | 3 | | 14 | 688 | 2.00% | 98.29% |
| 34 | | | | | | 2 | 1 | 1 | 4 | 692 | 0.57% | 98.86% |
| 35 | | | | 3 | 3 | | | | 6 | 698 | 0.86% | 99.71% |
| 36 | | | | | | | 2 | | 2 | 700 | 0.29% | 100.00% |
| T.CLSS | 111 | 100 | 83 | 81 | 79 | 82 | 82 | 82 | 700 | | | |
| T.PUPILS | 2684 | 2535 | 2211 | 2266 | 2251 | 2223 | 2318 | 2143 | 18631 | | | |
| A.C.S. | 24.18 | 25.35 | 26.64 | 27.98 | 28.49 | 27.11 | 28.27 | 26.13 | 26.62 | | | |
| DIVISION CLASSES | | 294 | | | 242 | | | 164 | | | | |
| DIVISION STUDENTS | | 7430 | | | 6740 | | | 4461 | | | | |
| DIVISION A.C.S. | | 25.27 | | | 27.85 | | | 27.20 | | | | |

REPORT ON AVERAGE CLASS SIZE: SEPTEMBER 30, 1985

## LARGE AND SMALL CLASSES

(Opportunity and All Other Special Education Classes Omitted)

(A) Classes With 35 Students or More on September 30, 1985

| 35 Students | 36 Students |
|---|---|
| 1. George R. Allan - Grade 4 | 1. Prince of Wales - Grade 7 |
| 2. George R. Allan - Grade 5 | 2. Prince of Wales - Grade 7 |
| 3. James MacDonald - Grade 4 | |
| 4. James MacDonald - Grade 4 | |
| 5. Mountview - Grade 5 | |
| 6. Strathcona - Grade 5 | |

(B) Classes With 15 Students or Less on September 30, 1985

| 15 Students | 14 Students |
|---|---|
| 1. Queen Mary - Grade 8 | 1. Hillsdale - Grade 1 |

(C) Summary of Large and Small Classes: Junior Kindergarten to Grade 8

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|
| Classes 15 and Under | 4(.42%) | 25(2.63%) | 43(4.44%) | 46(4.85%) | 29(3.07%) |
| Classes Over 35 | 3(.32%) | 7( .74%) | 1( .10%) | 2( .21%) | 8( .85%) |
| TOTAL CLASSES | 951 | 950 | 968 | 948 | 946 |

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 11 05

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, ontario.

Ladies and Gentlemen:

**Re: Ontario Secondary School Students' Association**

The O.S.S.S.A. is organized and subsidized on a provincial level by the Ontario Ministry of Education. It is divided into twelve regions and each region is responsible through a regional council for the organization of a student council conference. This year's conference is being hosted by the President of the Central-Niagara Region, Chris Blizzard, a student at Westdale Secondary School. Last year's conference was hosted by the Wentworth County Board of Education. It has been the past practice that these conferences are subsidized by the local boards of education. The recommended subsidization this year is 15¢ per pupil.

The budget will be used to cover such items as speakers, transportation, communications (mailings, phone, etc.), publicity and, perhaps, accommodation. The sponsoring board normally provides the facilities, i.e. a secondary school for the weekend. It should also be noted that any monies that are gathered from school boards and not used are returned to the respective boards at the end of the year.

The program is a most worthwhile one and provides opportunities for student leaders to develop appropriate organizational and communication skills. The fact that the program is being offered in Hamilton is an honour and a tribute not only to Chris, but to Westdale Secondary School and the Hamilton Board of Education.

It is therefore recommended that:

**The Hamilton Board of Education support the Central-Niagara O.S.S.S.A. by:**

**i. a grant of 15¢ per pupil**

**ii. provision of appropriate facilities as requested**

**iii. additional assistance as deemed appropriate.**

Prepared and submitted by: A. J. Krever,
Director of Education.

-as
encl.

O.S.S.S.A. CENTRAL-NIAGARA

Brant Haldimand Halton Hamilton
Lincoln Niagara Norfolk Wentworth

Chris Blizzard,
Regional President
43 Newton Ave.
Hamilton, Ontario
L8S 1V8
tel. (416) 526-1173

14 October 1985

OCT 16 1985

Mr. Arnold J. Krever
Director of Education
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario

Dear Mr. Krever:

I am writing to you on behalf of the Ontario Secondary School Students' Association (O.S.S.S.A.), and have enclosed, for your edification, a copy of the constitution. The O.S.S.S.A. has been in existence for ten years, and operates in association with the Ministry of Education.

I am President of our Triune Student Council at Westdale S.S. here in Hamilton, and I was a delegate to the Ontario Student Leadership Course at Lake Couchiching last September. At this conference I was elected to the position of Cabinet Minister/President of the Central-Niagara Region.

The O.S.S.S.A. Cabinet is an elected group of twelve Ministers, each Minister being responsible for one of the twelve regions of Ontario (according to the O.S.S.S.A. constitution). Our region is Central-Niagara, and it consists of Brant, Haldimand, Halton, Hamilton, Lincoln, Niagara South, and Norfolk Boards of Education.

A major purpose of the regional council is to organize and host a conference for student councils in our region. The purposes of the conference are threefold: to improve and develop the leadership skills of student leaders, to make student councils more functional and productive, and to facilitate communications between student councils in our area. The conference will include seminars on school spirit, development of leadership, effective communication, problem solving, fund raising, and presentations concerning O.S.S.S.A. It will also provide an ideal opportunity for student leaders in our area to compare and exchange ideas.

We are presently organizing the Regional conference to be held in Hamilton from Friday, February 28, 1986, to Sunday, March 2, 1986.

The provincial O.S.S.S.A. Cabinet functions are funded by the Ministry of Education, but the Regional Councils must rely upon the Boards of Education in each region for financial and moral support. Members of my regional council will be meeting with the Directors of Education in

their areas, and I therefore ask you for your financial and moral support as I represent the Hamilton Board on the Regional Council.

During the past ten years, the O.S.S.S.A. has become a powerful and respected organization across Canada. Last year, for example, O.S.S.S.A. ran Queen's Park for a day. This year's Provincial Cabinet, of which I am a member, has begun to plan the third annual National Student Council Conference to be held in Ontario in 1987. I am the first person in many years to be elected from your Board of Education. I am honoured to represent it and even more honoured to be a part of this educational system.

The Hamilton Board of Education is the host Board for this year's Regional council and conference, and I hope I can count on you for support. I will be meeting with Mr. Reilly soon to explain things further. If you have any questions or concerns about O.S.S.S.A., please feel free to contact me, or my Principal-Advisor, Mr. J.D. Watson.

Thank you for your consideration, and I look forward to hearing from you soon.

sincerely,

Chris Blizzard, President
O.S.S.S.A. Central-Niagara

P.S. You can reach me at the address at the top of this letter, or at school:

Westdale S.S.
700 Main Street West
Hamilton, Ontario
L8S 1A5
tel. (416) 522-1387

## REQUEST RE: "4 Over 5" PLAN.

(a) That the request for a Leave of Absence under the "4 Over 5" Plan for the 1989-1990 school year granted to Mr. Robert McIvor at the October meeting be changed to become effective 1990 02 01 to 1990 06 30.

1985 11 05

The Chairman and Members
Education Management Committee
The Board of Education
for the City of Hamilton

Ladies and Gentlemen:

**RE: SIXTH ANNUAL CAREER IN THEATRE SEMINAR AND FOURTH CAREER IN MUSIC SEMINAR**

Hamilton Place with the anticipated support of the Halton Board of Education, the Hamilton Board of Education and the Wentworth County Board of Education, is planning to conduct the Sixth Annual Careers in Theatre Seminar on Tuesday, May 13, 1986 and the Fourth Annual Careers in Music Seminar on Thursday, May 8, 1986 for 200 students from these Boards. With the excellent student repsonse and well designed programme, it is anticipated that the days will be most useful and rewarding.

As in the past, the plan is for the three local boards of education to share in funding the costs for seminar participants and the performances by artists:

Recommendation:

**That the Board of Education provide a total of $700.00 as its share of the Sixth Annual Careers in Theatre Seminar and Third Annual Careers in Music Seminar to be held at Hamilton Place on May 13 and May 8, 1986, respectively.**

Prepared by: C. Waterman, Administrative Assistant to the Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg

HAMILTON PLACE

October 23, 1985

Mr. Clare G.W. McKague,
Superintendent,
Curriculum And Special Services,
The Board of Education for the City of Hamilton,
P.O. Box 558,
Hamilton, Ontario.
L8N 3L1

Dear Mr. McKague:

Over the past five years, HAMILTON PLACE has co-operated with the area Boards of Education in presenting Music and Theatre Career Days for high school students who require this information. The feedback that we've received on each of these occasions has been very favourable and has indicated to us that there is a countinuing need for this service.

Career Day is composed of professionals who work in the theatre and music fields which means that students are able to view first hand the various aspects of the vocations which they may wish to enter. Nothing is spared in describing the pitfalls and drawbacks as well as the positive sides that form part of these two professions. Accordingly, we will once again offer Music and Theatre Carree Days to your students who wish to avail themselves of this opportunity.

In co-operation with the Halton Board of Education, the Board of Education for the City of Hamilton and The Wentworth County Board of Education we will conduct the sixth annual Careers in Theatre Seminar on Tuesday, May 13, 1986 and the fourth Careers in Music Seminar on Thursday, May 8, 1986.

We are asking the participating Boards to contribute a portion of the cost of the seminar that relates to the involvement of the panel members' costs. The overall budget that covers these expenses is attached. Student participation among the Boards is being offered equally with the fee that they are charged helping to offset the general costs for the day.

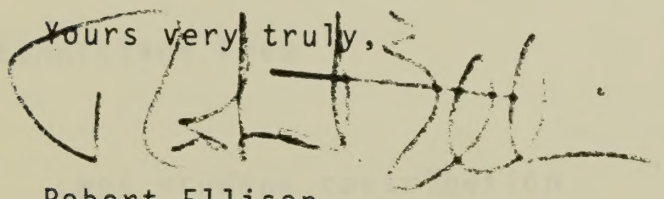
... 2

Each Board's share of the cost will be $700.00. This breaks down into $350.00 for Music Career Day and $350.00 for Theatre Career Day. HAMILTON PLACE contributes its non-union staff and its facilities at no charge to this project.

There has been general agreement since the inception of our two career days that both the immediate and long term benefits to the students make this undertaking unique, exciting and far-reaching in its impact on the lives of these young men and women.

I look forward to hearing from you.

Yours very truly,



Robert Ellison
Assistant General Manager

Attachment

c.c. Glenn Mallory, Supervisor of Music
Albert D. Shupe, Supervisor of Guidance Services
Gerry Price, Head of English, Barton Secondary School
Sandi Katz, Barton Secondary School

# MUSIC AND THEATRE CAREER DAYS BUDGET

| | 1986 MUSIC BUDGET | 1986 THEATRE BUDGET |
|---|---|---|
| Panel members breakfast and lunch | $ 400.00 | $ 400.00 |
| Entertainment | 200.00 | 200.00 |
| Tablecloths and tables | 100.00 | 100.00 |
| Hotel Accommodation for panelists from out of town | 350.00 | 350.00 |
| Technicians Fees | 200.00 | 200.00 |
| | $1,250.00 | $1,250.00 |
| Less student contribution | 200.00 | 200.00 |
| | $1,050.00* | $1,050.00* |

* cost to be shared equally by three Boards of Education

$ 2,100.00 ÷ 3 = $ 700.00

1985 11 05

The Chairman and Members
Education Management Committee
The Board of Education
for the City of Hamilton

Ladies & Gentlemen:

**RE: PROPOSED USE OF WESTDALE SECONDARY SCHOOL AUDITORIUM BY THE HAMILTON PHILHARMONIC ORCHESTRA**

**Purpose**

This proposal is a request for the Hamilton Philharmonic Orchestra to take up residence in the auditorium of Westdale Secondary School, to the mutual benefit of the orchestra and the students of Hamilton.(See attached letter from the Music Director of the Hamilton Philharmonic Orchestra.)

**Benefits to the Orchestra**

Being in residence at Westdale would allow the orchestra to hold their entire rehearsal schedule in one venue. There would be four rehearsals per week, some on Saturdays and each rehearsal would last 2½ hours. Residency would also allow the orchestra the opportunity for close contact with future audiences and performers.

**Benefits to Our Students and System**

The residency of the Hamilton Philharmonic Orchestra would be the first such occurence in North America. Rehearsals would be open to controlled numbers of supervised students throughout the orchestra's season. Musicians from the orchestra would also be available, on an ad hoc basis, to consult with music students. The orchestra would offer workshops with groups from the orchestra, with the entire orchestra and with the conductor to all students within the system. The residency proposal would also create an opportunity for future audiences and performers to have close contact with the orchestra.

Recommendation:

**That subject to executing a satisfactory agreement, the Hamilton Philharmonic Orchestra be allowed the use of the Westdale Secopndary School Auditorium for rehearsal at no charge on the understanding that rehearsals and workshops be made available to our secondary school students in a frequency to be established in the agreement as determined by the Supervisor of Curriculum and Instruction (Music).**

Prepared by: C. Waterman, Administrative Assistant to the Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg

HAMILTON PHILHARMONIC ORCHESTRA

6.16

September 24, 1985

Mr. Clare McKague
Superintendent of Curriculum & Instruction
Hamilton Board of Education
Box 558
Hamilton, Ont.
L8N 3L1

Dear Mr. McKague,

Glenn Mallory and I, early last spring, began to work on an idea which we both thought had mutual merit and would be a first in north America. The proposal concerns the residency of the Hamilton Philharmonic in a local high school.

Glenn tells me that he has discussed the proposal with you and together, Glenn and I visited Westdale High School and spoke to the Principal, Doug Watson, to the Director of Music, Mr. Black, and to the Director of Dramatic Studies, David Dayler - also to Mr. Hall who is responsible for the technical facilities of the auditorium.

We have mutually concluded that the auditorium of Westdale High School could be ideally suited for this project.

Our proposal is that the Hamilton Philharmonic take up residency in Westdale High School Auditorium. This residency would consist of its entire rehearsal schedule outside of the performance venues - Hamilton Place, the Royal Botanical Gardens, etc., where final rehearsals and performances would normally take place. On the average, it would consist of 4 rehearsal services per week, each service lasting 2½ hours, commencing at 10 a.m. and finishing at 12:30 p.m., then commencing at 2 p.m. and finishing at 4:30 p.m.

Usually, most rehearsals take place in the mornings and sometimes on Saturdays.

The school would also make available to us two locked dressing-rooms adjacent to the auditorium, for purposes of storage of valuable instruments. These would be for our exclusive use and the keys for same would be in the hands of the Philharmonic and the Principal of the school.

(continued...)

Boris Brott
Music Director and Conductor

P.O. Box 2080 Station "A", Hamilton, Ontario L8N 3Y7 (416) 526-8800

P. B. (Paul) Eck
General Manager

The Philharmonic is prepared to open its rehearsals to a controlled number of students, accompanied by teacher supervision, and to make available the services of its musicians to be consulted by high school students on an ad hoc basis. We are also developing a programme, together with Glenn, which would structure workshop sessions with various groups from the orchestra - with the orchestra as an entity and with me, personally, as conductor. These workshops would be open to all interested parties at all of the high school institutions in Hamilton, and their instructors.

Obviously, this will have to be organized through Glenn Mallory's offices and is dependent upon support from the Ministry of Culture, or the Ministry of Education through the Ministry of Culture. We have written to the Minister, Lily Munro, outlining the possibilities of such a programme and asking for her support and interest.

Glenn and I are truly thrilled by this opportunity to bring into close contact members of the orchestra and myself with high school students who are, after all, our future audiences and performers. Westdale itself is, historically, an apt institution for this residency to take place, as it was the first home of the Hamilton Philharmonic in its current state.

We are requesting from the Board of Education, the use of these facilities at no cost, in return for the educational services which the Philharmonic could provide by its presence - working in and amongst the students.

At this point, I should like to express my sincere appreciation of the encouragement you have personally given to Glenn and I during our investigation of this co-operative project, and trust that it will possible for us to begin the collaboration even as early as the end of October, if feasible.

I look forward to hearing from you, and I am available at any time to assist in working out any details which may be necessary. With my sincere thanks again for your encouragement, I remain,

Cordially,

Boris Brott
Music Director
Hamilton Philharmonic Orchestra

cc: Mr. Paul Eck, HPO
Mr. Glenn Mallory
Mr. Doug Watson

BB/yg



Education Centre
100 Main Street West
Hamilton, Ontario

1985 10 30

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Co-educational Program - Ainslie Wood Secondary School

The following motion was approved by the Board on November 12, 1981:

"That the Board accept the recommendations of the officials and the Headmasters that it work towards having a co-educational vocational facility by 1984, and that renovations be done over a three year period to open the co-educational vocational facility in the fall of 1984".

The basic philosophy of the school: to provide an additional educational opportunity in Hamilton by -

1. creating a co-educational facility which is the norm for the province
2. making more vocational areas available to both boys and girls - i.e., increase vocational areas available for both sexes
3. integrating students in all academic areas.

Shortly after the recommendation was passed, a committee was struck and was charged with the responsibility of ensuring that everything would be ready for a September 1984 opening. This committee met on a regular basis throughout 1982-83 and 1983-84, addressing a variety of topics to ensure a smooth transition for September, 1984.

Some of the key topics addressed were:

(a) Curriculum - Every teaching area available to students in the two schools would be incorporated in the new facility. This wide range of vocational courses would be open to both boys and girls (see APPENDIX A). The full range of academic subjects continued -- English, Geography, History, Math and Science.

(b) Staffing - Particular emphasis was placed on staffing the co-educational facility, especially for the girls coming from Agnes MacPhail. Through proper preparation, the two staffs worked co-operatively together in providing a friendly educational environment for students from the opening of the school.

(c) Organization - Organizational patterns were studied resulting in a few changes - increased office staff, creation of a teacher-librarian position, LRT, and increased guidance time.

(d) New Diploma - The arrival of OSIS necessitated additional planning time as the school would receive new students working towards the OSSD commencing September 1984, while the students presently at the school would continue on to the SSGD. By keeping changes to a minimum, the students received the least amount of disruption when they were combined into one school.

(e) Construction - Construction plans were prepared incorporating the committee's recommendations. A high degree of co-operation was demonstrated in all phases of planning and implementation of building changes (see APPENDIX B for changes). Presently, the building is fully utilized and housing over 400 students.

(f) Infant Care Centre - Due to program needs, Ainslie Wood was not able to accommodate the Infant Care Centre that existed at Agnes MacPhail for several years. Fortunately, this program was able to be relocated at Caledon Vocational Secondary School in September, 1984.

(g) Communication - Throughout the deliberations of the committee, proper communications was a high priority. Agendas for Vocational Principals and Vocational Curriculum Committee meetings contained topics for full discussion on the co-educational facility. The committee met with both staffs, invited suggestions/input from all affected groups including the federation. The involvement of many contributed to the efficient and smooth opening of the school.

(h) Integration - In this area, the committee implemented the basic philosophy of a co-education school. All vocational courses were open to both sexes with complete integration of boys and girls in all academic courses. Some difficulties were anticipated for integration in Senior shops - this problem was overcome for the second semester. Segregation of boys and girls in Physical Education at Grade 9/10 level continued - which is similar to all composite schools.

The careful thorough preparations produced the following results for September 1984:

(i) The physical environment was completed and ready for utilization in all areas

(ii) The staff members knew the building, each other, and the objectives of the new facility

(iii) A student body ready for integration in all aspects of school life.

Some significant outcomes observed during the last school year which are continuing into this year are:

- Integration is working well. Sex-stereotyping of male/female programs have been reduced in many vocational areas.
- The school tone has improved as a result of the mixture of boys and girls. Behaviour, conduct, and dress have all changed significantly for the better.

- In many cases, students' attendance patterns have improved.
- With a teacher librarian present, there is greater use of the library as a resource centre, and a stronger scholastic attitude in the new school.
- The workload for administration has increased due to the much larger student enrolment.
- Teacher comments on co-educational courses in a vocational school have been extremely positive. Any apprehensions or concerns that teachers expressed during the planning stages did not materialize or have been effectively handled during the past year.
- Student attitudes towards co-education have also been positive. The first year students had no problems adjusting as it was normal from their experiences; some of the senior students took a bit longer to adjust.

Enrolment Statistics

| | TOTAL | NO. OF BOYS | NO. OF GIRLS | |
|---|---|---|---|---|
| SEPTEMBER 1984 | 438 | 261 | 177 | [40.4%] |
| SEPTEMBER 1985 | 421 | 256 | 165 | [39.2%] |

SUMMARY

Careful planning and preparation prior to September 1984 contributed greatly to the smooth and efficient operation of the school during the first year. An evaluation report by two area superintendents during a two day visitation period supported the findings mentioned in this report.

The blending of two traditional vocational schools into one effective co-educational school has been most successful.

RECOMMENDATION

That this report be received for information.

Prepared/Submitted by: R. A. Kennedy
Area Superintendent

Approved by: A. J. Krever
Director of Education

AINSLIE WOOD SCHOOL SECOND SEMESTER SHOP CHOICES (GRADES 11 & 12)

AS OF FEBRUARY 4, 1985

| | PREVIOUS LOCATION | TOTAL | GIRLS | BOYS |
|---|---|---|---|---|
| HORTICULTURE | A.W. | 37 | 12 | 25 |
| COSMETOLOGY | A.M. | 35 | 25 | 10 |
| CLOTHING | A.M. | 34 | 33 | 1 |
| WELDING | A.W. | 34 | 3 | 31 |
| TYPING/MERCHANDISING (2 TEACHING AREAS) | A.M. | 33 | 21 | 12 |
| ART | BOTH | 32 | 9 | 23 |
| RESTAURANT | A.M. | 31 | 5 | 26 |
| AUTO | A.W. | 29 | 5 | 24 |
| QUANTITY COOKING | BOTH | 28 | 3 | 25 |
| BAKING | A.W. | 22 | 6 | 16 |
| WOODWORKING | A.W. | 20 | 3 | 17 |
| PRINTING | A.W. | 18 | 3 | 15 |
| HOSPITAL SERVICES | A.M. | 11 | 8 | 3 |
| TEXTILE SERVICES | A.M. | 10 | 8 | 2 |
| FAMILY STUDIES | A.M. | 6 | 5 | 1 |
| | | 380 | 149 (39%) | 231 (61%) |

Note: A.M. - AGNES MACPHAIL
A.W. - AINSLIE WOOD

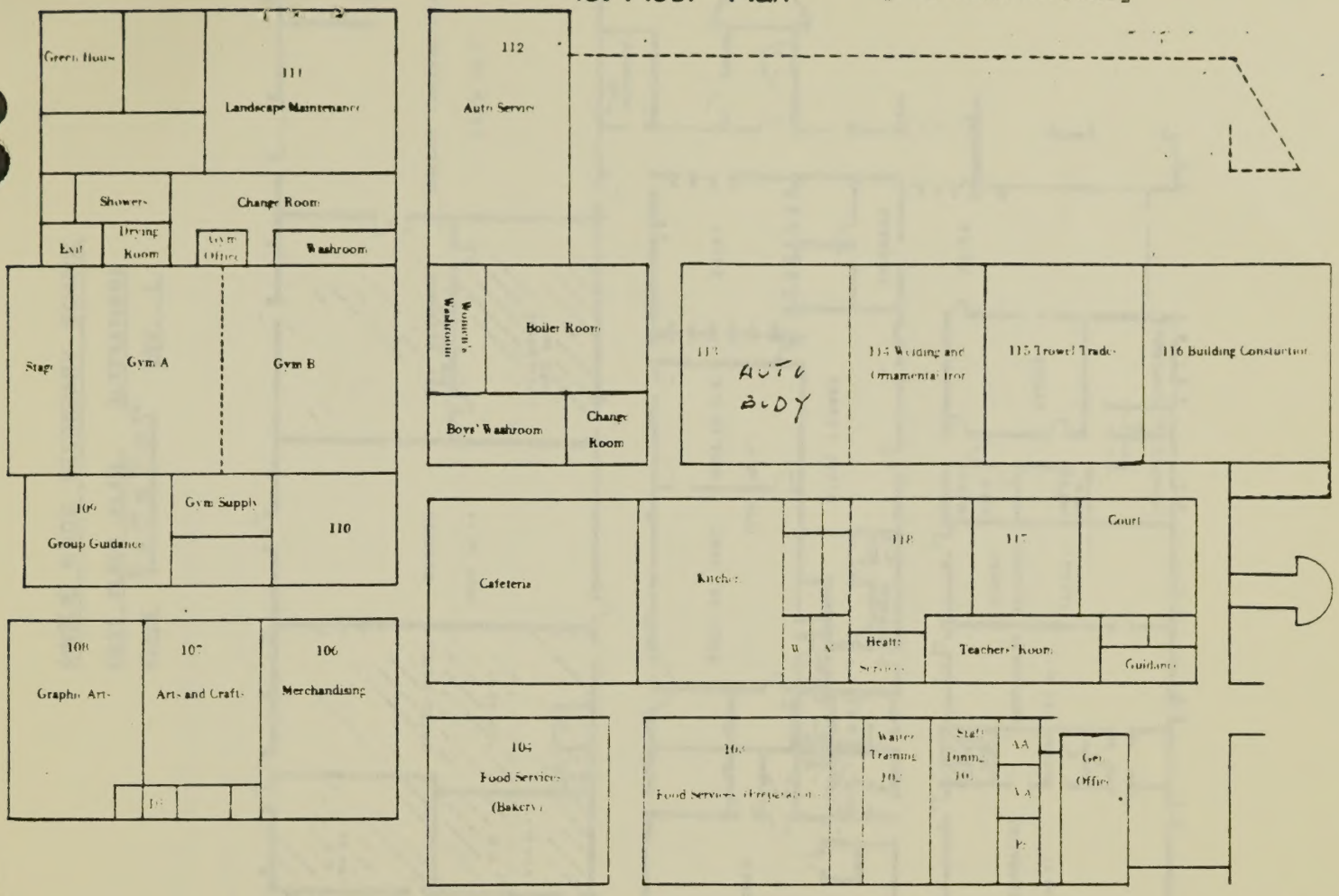
# AINSLIE WOOD - CO-EDUCATIONAL FACILITY

| FORMER FUNCTION | NEW FUNCTION |
|---|---|
| Masonry | Tailoring & Dry Cleaning |
| Auto Body (Part) | Hotel - Motel |
| Auto Body (Part) | Classroom |
| Auto Spray Booth | Classroom |
| Music Room | Phys. Activity Room |
| Room 110 | Typing |
| Science 2 | Hairdressing |
| Boys' W.R. (1st floor) | Girls' W.R. |
| Gym Change Rooms etc. | Girls' Change Rooms etc. |
| Cl. 4 & 5 | Hospital Services |
| Drafting | Clothing |
| Boyrs' W.R. (2nd floor) | Girls' W.R. |

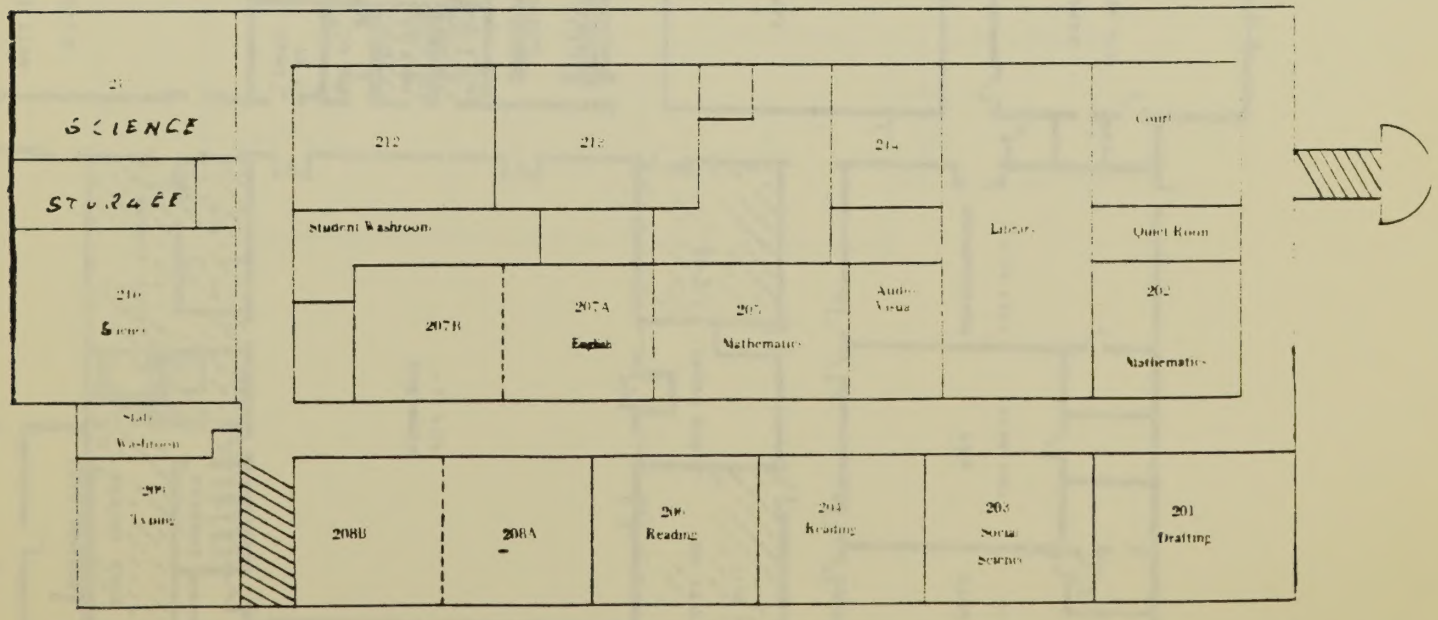
AINSLIE WOOD

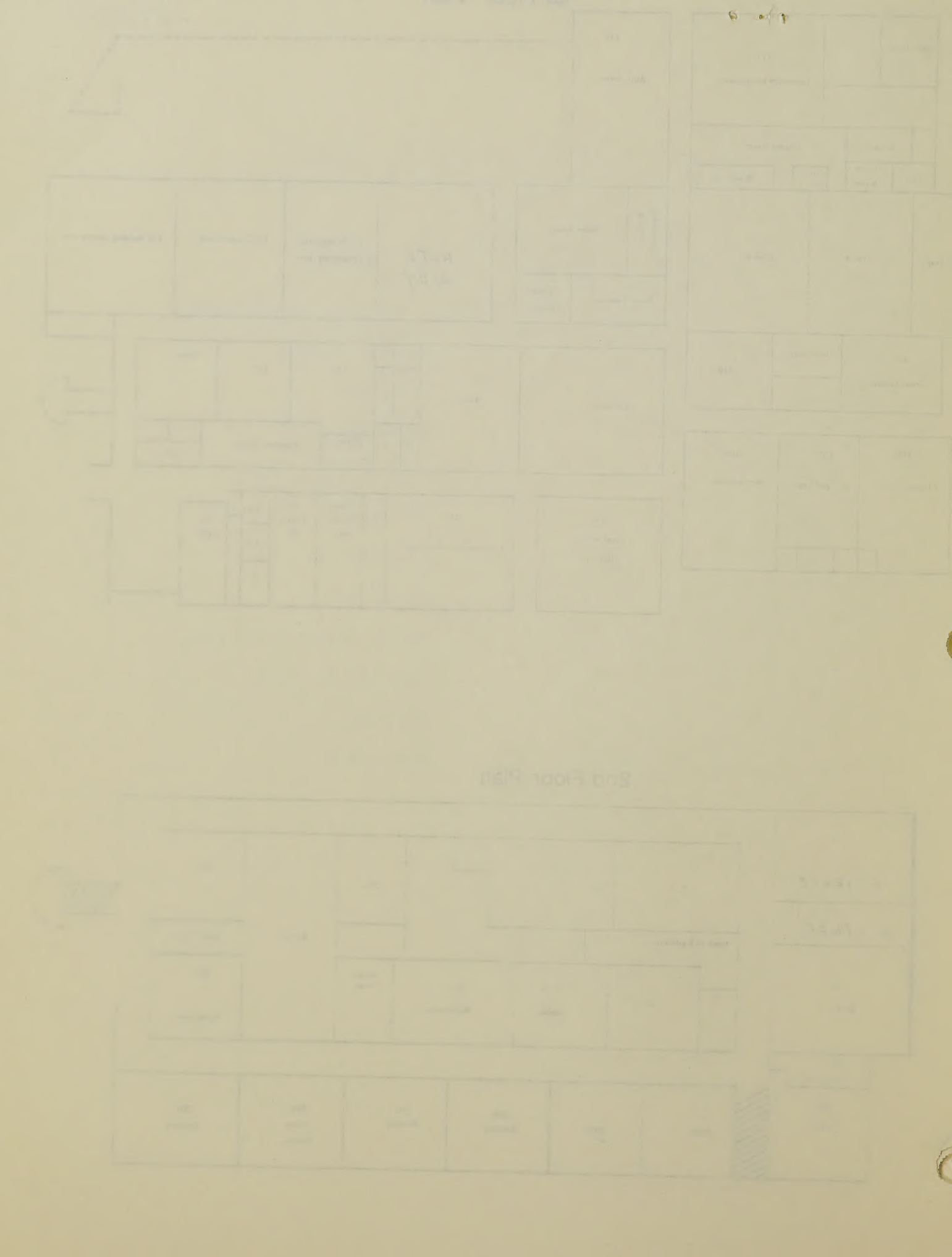
# 1st Floor Plan

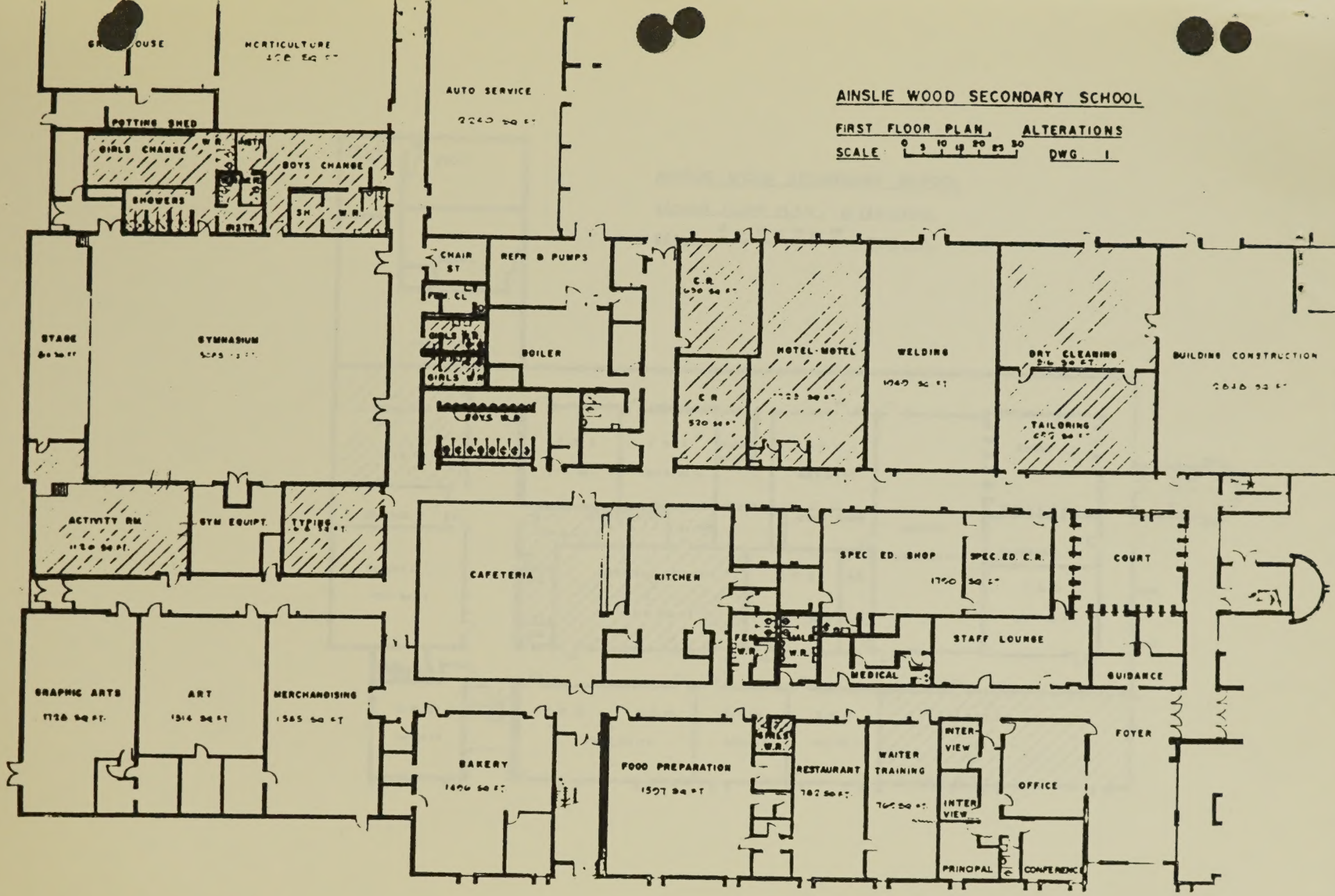
[PRE-RENOVATIONS]




# 2nd Floor Plan





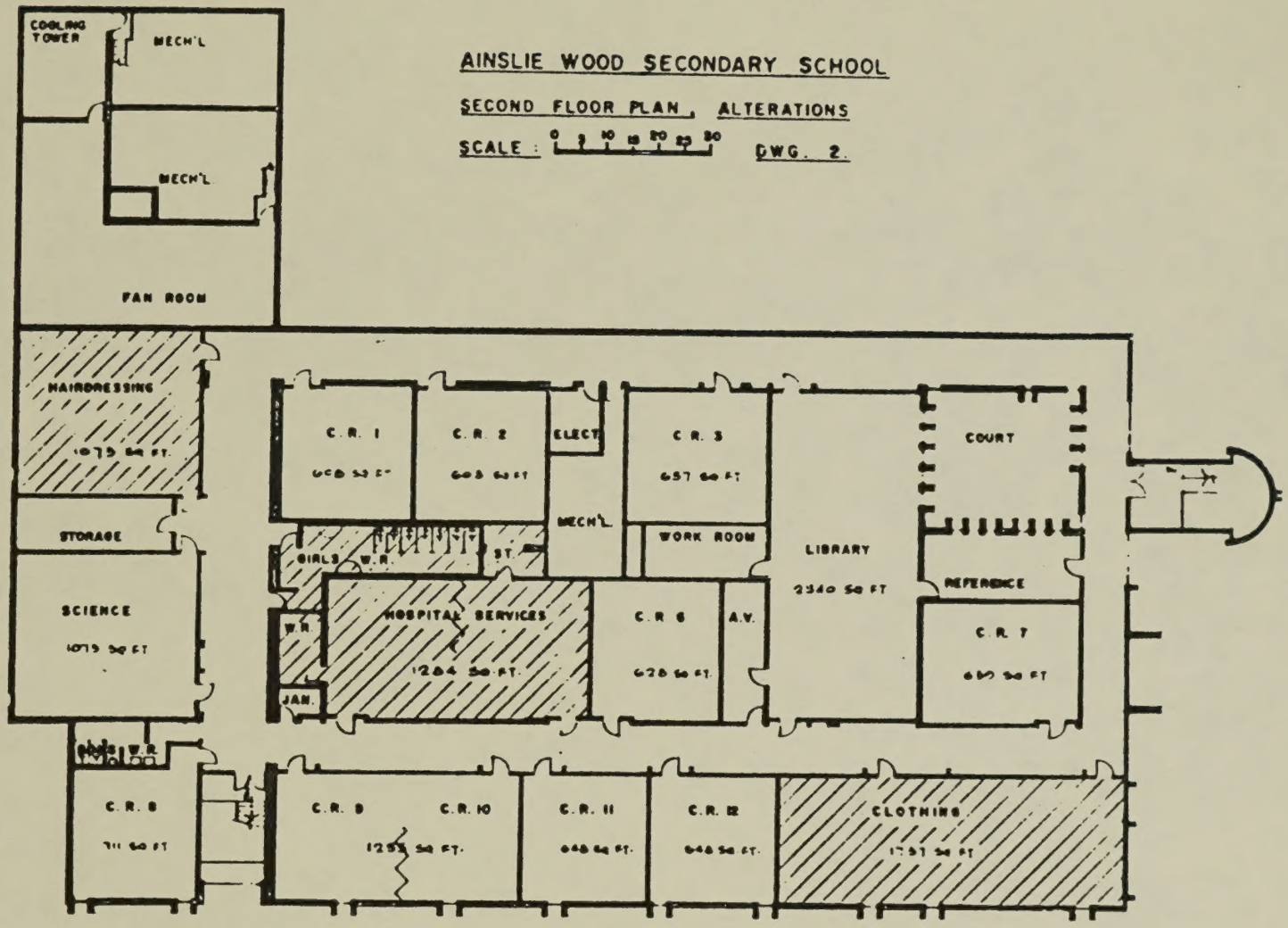

AINSLIE WOOD SECONDARY SCHOOL
FIRST FLOOR PLAN, ALTERATIONS
SCALE 0 5 10 15 20 25 30
DWG 1
HORTICULTURE
POTTING SHED
AUTO SERVICE
GIRLS CHANGE
BOYS CHANGE
SHOWERS
STAGE
GYMNASIUM
CHAIR ST
REFR & PUMPS
BOILER
GIRLS W.R.
BOYS W.R.
C.R.
HOTEL-MOTEL
WELDING
DRY CLEANING
TAILORING
BUILDING CONSTRUCTION
ACTIVITY RM.
GYM EQUIPT.
TYPING
CAFETERIA
KITCHEN
SPEC ED. SHOP
SPEC. ED. C.R.
COURT
STAFF LOUNGE
MEDICAL
GUIDANCE
GRAPHIC ARTS
ART
MERCHANDISING
BAKERY
FOOD PREPARATION
RESTAURANT
WAITER TRAINING
INTER-VIEW
OFFICE
FOYER
PRINCIPAL
CONFERENCE



AINSLIE WOOD SECONDARY SCHOOL

SECOND FLOOR PLAN, ALTERATIONS

SCALE : 0 5 10 15 20 25 30 DWG. 2.





# A G E N D A

## EDUCATION MANAGEMENT COMMITTEE

## 1985 12 03

Confirmation of the minutes of the last regular and special meeting of 1985 11 14.

## GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Formation of Ad Hoc Committees:

   (a) Affirmative Action Committee - (5 members)
   (b) Communications Advisory Committee (5 members)
   (c) Identification, Placement and Review Committee (1 member)
   (d) Committee To Study the Future of French Immersion (5 members)
   (e) Committee To Study Alternative Locations for French Immersion, Lower City, East End (4 Board members plus 4 community representatives)
   (f) Committee to Study Accommodation Matters on the Central, West Mountain (4 Board members plus 5 community representatives)
   (g) Discipline Review Committee (3 Board members plus respresentation from teachers, principals, parents and students.)

3. Timed Agenda Item - 18:30 hours - Study Re: Canadian Children's Concerns about their future.

4. Interim Report of the Discipline Review Committee.

5. Report of the Committee To Study Accommodation Matters on the Central and West Mountain.

## PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Proposed Use of Westdale Secondary School Auditorium by the Hamilton Philharmonic Orchestra (referred from November E.M.C. - 1985 11 05)

2. Staffing Report.

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Report from the Officials re: Adults Returning to Secondary Schools.

3. Report from the Officials re: Terry Fox Youth Centre.

4. Report from the Officials re: French Immersion Cardinal Heights to Secondary School.

5. Report from the Officials re: French Immersion Program in the Senior Division.

6. Report of the French Language Advisory Committee.

## PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Trainable Retarded Children's Advisory Committee (tabled from July E.M.C. - 1985 07 02)

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Report from the Officials re: Computers and Children.

3. Report from the Officials re: Compensatory Education.

4. Request by Trustee Baskin - re: Pre and After School Programs.

5. Report of the Committee to Study Alternative Locations for French Immersion - Lower City, East End???

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 12 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

## GENERAL

I have the honour to present the following recommendations for your approval:

(a) That one Superintendent attend the "Performance Appraisal for Effective Schooling Conference" to be held at Toronto, Thursday, 1986 02 27 to Friday, 1986 02 28, and that $180 be paid towards registration and expenses.

(b) That one Area Superintendent attend "The Human Element Conference" to be held at Vancouver, B.C., Monday, 1986 01 20 to Thursday, 1986 01 24 and that expenses be paid according to policy.

### Superintendent of Curriculum and Special Services

(a) That one Co-op Education Consultant attend the International Conference on Careers to be held at Miami, Florida, Tuesday, 1986 03 25 to Friday, 1986 03 28, and that $105 be paid towards registration and expenses.

(b) That one Co-operative Education Supervisor attend the "National Co-operative Education Advertising Campaign" to be held at Barrie, Tuesday, 1986 01 07 and that registration and expenses be paid according to policy.

### Associate Superintendent Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting the Administrative Assistant to the Director to attend the "School Board Affirmative Action Network" held in Burlington, Friday, 1985 11 08, be approved and that the registration fee of $15 be paid.

(b) That the action of the Associate Superintendent of Curriculum and Special Services in permitting the Administrative Assistant to the Director to attend the "Colloquim for Affirmative Action in Boards of Education", held in Toronto on Thursday, 1985 11 28 and Friday, 1985 11 28, be approved and that $145 be paid towards the cost of registration and expenses.

(c) That the appointment of the supervisory staff for the Hamilton Board of Education Evening Schools be approved as presented, contingent upon each evening school having sufficient enrolment to warrant operation:

| School (and Satellite) | Supervisor | Assistant Supervisor |
|---|---|---|
| Barton | Hugh Fiddes | |
| Sir Winston Churchill | Oscar Horback | |
| Delta | David Evans | |
| Glendale | Robert Laidlaw | |
| Hill Park (Crestwood) | Gayle Lynott | |
| Sir John A. Macdonald | Donald Muirhead | |
| Scott Park (Parkview) | Barry Coombe | |
| Westdale (Ainsle Wood) | Bruce Hall | |
| Westmount (Caledon & Westview) | Arthur Joosse | James Lake |

(d) That the Media Consultant attend the TVO Conference for Media Coordinators to be held in Toronto from Wednesday, 1986 01 22 to Friday, 1986 01 24, her expenses to be paid by TVO.

(e) That one Outdoor Education Teacher attend the Leadership Workshop, sponsored by the Ministry of Natural Resources, to be held in Dorset from Wednesday, 1985 12 18 to Friday, 1985 12 20, and that the registration fee of $67.77 be paid.

(f) That one Consultant attend the Philosophy for Children Workshop to be held at Toronto on Friday, 1986 01 24 and that $45 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 11 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: Canadian Children's Concern About Their Future**

Trustees were forwarded copies of the selected data from the collaborative study conducted by the Children's Mental Health Research Group, presented by Dr. K. Ross Parker, on "Canadian Children's Concerns About Their Future".

At our request, Dr. Parker has written a summary "Living With The Threat of Nuclear War", as a complement to the data in the original presentation.

I am confident that the appended summary will be of value to you as you analyze the data in conjunction with the questions and the results in the report.

Submitted by K. A. Rielly
Approved by A. J. Krever

# CANADIAN YOUTH'S CONCERNS ABOUT THEIR FUTURE - LIVING WITH THE THREAT OF NUCLEAR WAR

presented by

K. ROSS PARKER, M.D.
DEPT. PEDIATRICS & FAMILY MEDICINE
McMASTER UNIVERSITY
HAMILTON, ONTARIO

at

HAMILTON BOARD OF EDUCATION

DECEMBER 3, 1985

We live in violent and troubled times. Our children are no more immune to the sights and sounds of the world around them than their parents, as we are invaded on all sides by effects of modern communication technology especially through television, newspapers and magazine articles.

To what degree are Canadian youth concerned about their future? The objective of this descriptive study was to assess the prevalence of their concerns as it relates to three specific areas:

i) assuming responsibilities of adulthood;
ii) facing a serious economic future;
iii) living with the threat of nuclear war.

RESULTS

This data will deal only with the third issue, namely their concerns about living with the threat of nuclear war.

PAGE I

The criteria for sampling the student population was all important as similar studies done in the past have been faulted for the weakness in the methodology of student selection**.

The Hamilton Board of Education agreed to randomly select appropriate numbers of English classes from grades 7-12 (inclusive). The study was carried out in May, 1984. The sample size assured us an estimated 95% confidence interval of plus or minus 5%.

A total of 1,020 (90.6%) questionnaires were completed. 106 (9.4%) of the students did not undertake the assigned task.

PAGE 3

The study population reflected the working class background of the Hamilton area with only 6.5% of the fathers being designated as S.E.C. (socio-economic class) level I - professional. Over 70% identified their father's job as being in level III or IV - sales/service or labourers.

PAGE 5

When asked the open-ended question: When you think of your life and future, what three things do you hope for most?

90.6% listed human relations issues (happiness, marriage, children, dreams, friendship, love, good home) as one of their three hopes.

65.4% listed work/employment as their 2nd hope.

38.2% listed security and/or a good life as their 3rd hope.

PAGE 6

The second question: When you think of your life and future, what three things do you worry about most? - we find some disturbing observations.

55.1% list the war/peace issues as one of their three greatest worries -

and of this -

32.1% list the war/peace issues as their first worry

Lack of employment was second with 41.3% followed by 41.1% having concerns for their own health, including growing old.

PAGE 7

When the students were given a list of pre-selected worries (used in similar studies done in the U.S.A., where they had to indicate their degree of worry from four categories "not very important", "somewhat important", "important" and "very important") next to their parents' death (77.4%), the threat of nuclear war ranks a strong second (68.3%), followed by lack of jobs (62.0%), and bad grades (50.6%) as very important worries.

PAGE 11

The students appear to worry in isolation and 51.7% do not discuss the subject at home, 49.0% at school, or with friends 52.1%. Perhaps a similar response could be expected from the general adult population.

PAGE 9

93.3% feel that they have little or no personal influence on preventing nuclear war;

while...

PAGE 9

They were equally pessimistic that their parents could prevent nuclear war.

PAGE 13

A small 7.5% had taken part in any activities that might lead to the prevention of nuclear war. Fewer still, 6.5%, of parents had become involved. Lastly, two alarming bits of data:

PAGE 8

A significant percentage (13.2%) have thoughts that provoke feelings of anxiety and fear once or twice a week and 8.3% have such feelings almost every day.

PAGE 13

Thinking about the threat of nuclear war has influenced their outlook for the future in a dilatarious way.

22.5% indicated that their future plans are affected some or a lot of the time, 27.5% feel that it may affect how they view marriage and having children, while 21.4% want to live only for today - a rather alarming observation.

PAGE 12

When asked - "How much had they learned about the threat of nuclear war from each of the following resources? 74.0% listed T.V. as their first source, confirming the general feeling about the influence of this media in public education. Schools and Teachers came fourth (28.0%) after Newspapers/Magazines (59.3%) and Family (31.6%).

IN SUMMARY

The Canadian youth sampled in this study are indeed concerned about their future. Their fear about the threat of a nuclear war is very much part of the lives of a significant number of them. Data on five additional Canadian communities reflect similar findings.

Worry about war in general, and nuclear war in particular, is one of the greatest fears expressed by young people in developed countries today regardless of the country studied or the methodology used in the research.

A 15-year-old student wrote these unsolicited comments on her questionnaire:

"Nuclear war will prevent my hopes and dreams. We did not create this (mess)! We just started off at a bad time. I feel cheated because my life is controlled by the government. Sometimes I want to hit some of the people who are old and control the world. They don't care if they die. Because they will die soon. Our lives, the new generation will be lost! The government should think more of the leaders of the future - US!"

Isn't it time that health professionals, teachers and parents, listen to the concerns of our youth and act on their behalf to assure them of a future without the threat of nuclear war? It can be done. It must be done.

My thanks to the Canadian Institute for International Peace and Security and the Department of External Affairs (Arms Control and Disarmament Division) for financing this study. We have just completed sampling an additional 10 Canadian communities involving over 6000 students.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 11 27.

The Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: Discipline Study Committee -- Interim Report**

**Background**

To date, the Discipline Committee has had six meetings.

The focus of these meetings has included the receiving of reports and recommendation from representative groups, sub-committees and from individual committee members.

The following is a summary of these activities:

1. Report from the Hamilton Principals' Association on corporal punishment. This report was tabled at the 1985 10 01 Education Management Committee with the Discipline Committee's recommendation to delete corporal punishment from the Board's Discipline Policy. This motion was subsequently adopted by the full Board at the 1985 10 10 meeting.

2. Revisions by a writing team of the present Board Discipline Policy (on-going). The "mock-up" for the pamphlet will be presented at the 1985 12 03 meeting.

3. Report from Dr. Colin W. Pryor on The Behaviour Disordered Student. The Discipline Committee agreed to set up a study committee (see terms of reference attached). Dr. Pryor's report is available to any trustee wishing a copy.

4. Interim report from the Suspensions Sub-Committee (copies available to trustees upon request).

5. Requests from the Hamilton Principals' Association to set up a committee "to survey the type and extent of discipline concerns in the elementary and secondary schools as well as the perceived resources necessary to deal with same". Action has been taken to set up this committee.

6. Presentations to the committee on behalf of O.P.S.T.F. on three courses, Project T.E.A.C.H., P.R.I.D.E. and Teaching Through Learning Channels. The committee will consider recommendations on ways of using these teaching approaches to help teachers with classroom management and, hence, better classroom discipline.

**Recommendation**

That this interim report be accepted for information.

Prepared by K. A. Rielly
Approved by A. J. Krever

TERMS OF REFERENCE for THE COMMITTEE TO EXAMINE BEHAVIOUR DISORDERED STUDENTS

The Committee To Examine Behaviour Disordered Students shall operate within the following terms of reference. The terms of reference have been broadly defined to include the overall goal of the Committee and the Committee's specific objectives.

Goal: To assist teachers in the education of behaviour disordered students by needs analysis, in-service provision and, where necessary, operational support.

Specific Objectives:

By the establishment and support of a Committee (The Committee to Examine the Behaviour Disordered Student):

(a) To identify those behaviours which teachers feel to be disruptive in the classroom.

(b) To review strategies used by teachers to assist students showing such behaviours.

(c) To assess the effectiveness of strategies identified by teachers and, where appropriate

(d) To propose appropriate in-service provision or operational support to assist teachers in meeting the needs of the behaviour disordered student.

(e) To record the results of the above (a, b, c) and, if necessary, to develop a report addressing issues related to identifying and educating behaviour disordered students.

Composition of the Committee:

The Committee shall comprise of representatives from the Primary and Junior divisions, H.P.A. and educational support services.

The Committee composition shall include:

(a) four teachers,

(b) two principals,

(c) two support personnel.

The Committee shall be chaired by the Supervisor of Psychological Services who may call upon other staff to sit as invited Committee members.

Frequency of Meetings:

The Committee shall meet for one year. Over the first three months of operation, the Committee shall meet every three weeks. Over the last nine months of operation, the Committee shall meet every month.

Mandate of the Committee:

The Committee shall have responsibility for the realization of questionnaires and support documents which assess teachers' practices and perceptions in respect to the behaviour disordered student.

The Committee shall produce a final report to be submitted to the Director of Education, the Associate Superintendent of Special Education, and the Superintendent of Operations. The report will include the following:

(a) Occurrence rates and the nature of problems presented by behaviour disordered students.

(b) Identification of strategies to cope with the behaviours identified above.

(c) The effectiveness of strategies identified in (b).

(d) Proposals in respect to the in-service support of effective teaching strategies.

(e) Proposed curriculum changes which may assist the behaviour disordered student.

(f) Proposed operational changes which will support teachers in dealing with behaviour disordered students.

(g) Recommendations relative to future directions and strategies in respect to behaviour disordered students.

(h) The development of a brief position paper to examine the implementation of social learning strategies in primary and junior settings.

In summary, the Committee would seek to realize empirical data which might be used in the future planning of services for both behaviourally disordered students and other students who would benefit from skill development in social and motivational areas.

/kja

REPORT OF THE

COMMITTEE TO STUDY ACCOMMODATION MATTERS IN THE

CENTRAL AND WEST MOUNTAIN

Present: Miss H. Detwiler (Chairman);
Trustees Hicks and Mulholland;
Mesdames Wall and Sellars;
Messrs. Devay, McWhinnie and Morris.

Also Present: Trustees Clarke, Deans and Van Horne.
Mr. David Godley, Manager of Neighbourhood Section, Planning Department, City of Hamilton.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. J. Forrester (Area Superintendent),
Mr. O. Jackson (Supervisor, Research Services),
Mr. J. Singer (Deputy Administrator - Buildings),
Mr. A. Stockwell (Area Superintendent).

The Committee recommends:

GENERAL

(a) That the Accommodation Committee defer presentation of that part of the Accommodation Report pertaining to the mountain until after the next meeting of this committee.

Respectfully submitted,

Miss H. Detwiler,
Chairman.

Committee Room,
1985 11 13.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 11 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART I**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That Mr. Richard Moll be appointed to the Occasional Staff, effective 1985 10 07 to further notice, with salary according to schedule.

(b) That the following teachers be transferred to the Permanent Staff, effective as shown:

Mrs. Judith Hopkins, 1986 01 21

Mr. Melvin LaForme, 1986 02 01

Mr. Donald Pente, 1986 02 01

Mr. Gordon Phillips, 1986 02 01

Mrs. Katherine Scarth, 1986 02 01

(c) That the resignations of the following teachers, who are retiring on superannuation, effective 1986 01 31, be accepted with regret and that they be considered for gratuity in accordance with the Board's plan:

Mr. Maurice Chaplin

Mrs. Elizabeth Plumb

Mrs. Mary Wallace

(d) That the following Acting Assistant Department Heads be confirmed in their positions, effective as shown:

Mr. Dave Donat, 1985 10 15 (History)

Mr. Alex Macfarlane, 1985 09 01 (Science)

Mr. Trevor Thomson, 1985 10 15 (Mathematics)

Mr. Allen Whyte, 1985 10 15 (History)

(e) That the following trips be approved:

(i) Ainslie Wood, Grade 9-12, Quebec, Quebec, 1986 05 13-16 (Tuesday to Friday)

(ii) Barton, Grade 11-12, Outdoor Education, Talisman Resort, 1986 01 09

(iii) Sir Winston Churchill, Grade 13, Geography, New York, New York, U.S.A., 1985 12 12-15 (Thursday to Sunday)

(iv) Sir Winston Churchill, Grade 9-12, Outdoor Education, Molson's Park, Barrie, 1986 01 08 (Grade 9-10), 1986 01 13 (Grade 11-12)

(v) Hill Park, Grade 11-13 Outdoor Education, within 80 km of the city, any Saturday or Sunday in January or February 1986

(vi) Hill Park, Barrie and Alliston, any Saturday or Sunday in January or February 1986

(vii) Hill Park, Grade 11-13, Outdoor Education, Minden, 1986 01 29-02 02 (Wednesday to Sunday)

(viii) Hill Park, Grade 11-13, Outdoor Education, Algonquin Provincial Park, 1986 02 27-03 02 (Thursday to Sunday)

(ix) Hill Park, Grade 11-13, Blue Mountain, 1986 01 29-31 (Wednesday to Friday)

(x) Hill Park, Grade 9-13, Barrie, Blue Mountain or Kissing Bridge, any Sunday in January, February or March 1986

(xi) Hill Park, Grade 9-13, Barrie, Blue Mountain, Talisman, 1986 02 25

(xii) Hill Park, Grade 11-13, Outdoor Education, Algonquin Provincial Park, 1986 04 18-21 (Friday to Monday)

(xiii) Hill Park, Grade 11-13, Outdoor Education, Algonquin Provincial Park, 1986 05 07-11 (Wednesday to Sunday)

(ivx) Sherwood, Grade 9-13, Quebec, Quebec, 1986 05 14-17 (Wednesday to Saturday)

**Superintendent of Curriculum & Special Services**

(a) That one secondary (composite) principal attend the "Performance Appraisal For Effective Schooling Conference" to be held at Toronto, Thursday, 1986 02 27 to Friday, 1986 02 28 and that $180.00 be paid towards registration and expenses. (Staff Development)

(b) That two secondary (vocational) assistants and six secondary (composite) principals attend "The Rare Bird Conference" to be held at Toronto, Wednesday, 1986 01 15 to Friday, 1986 01 17 and that $235.00 each be paid towards registration and expenses. (Staff Development)

(c) That three secondary teachers attend the "Reading '86 Conference" to be held at Toronto, Thursday, 1986 02 20 and Friday, 1986 02 21 and that $160.00 each be paid towards registration and expenses.

(d) That three secondary teachers attend the "Reading for the Love of It Conference" to be held at Toronto, Thursday, 1986 02 12 and Friday, 1986 02 14 and that $130 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That 2 teachers attend the Philosophy for Children Workshop to be held in Toronto on Friday, 1986 01 24 and that each receive $45 towards the cost of registration and expenses.

(b) That the appointment of the supervisory and teaching staff for the Evening and Day classes, English as a Second Language classes, Linking of Needs and Resources classes (L.O.N.A.R.), Heritage Language classes and Saturday Computer Program be approved as presented for the year 1985-86. (lists available on request)

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 11 25.

To the Chairman and Members,
Education Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

**Re: The Terry Fox Canadian Youth Centre - Encounters with Canada**

**Background**

The Terry Fox Canadian Youth Centre, which is located in Ottawa, was established to assist in developing a spirit of understanding and brotherhood among Canadians of different cultural, religious and ethnic backgrounds. It stands as a tribute to Terry Fox who inspired all Canadians.

The program provides the 15, 16 and 17 year old participants with one week of immersion in Canandian Studies through conferences, seminars, group discussions and guided visits in our capitol. The visits include the governmental, judicial and cultural institutions of Canada as well as the Supereme Court, the Senate and the House of Commons.

The program is offered between September and May of each year. Students may choose one of six weekly themes on Arts and Culture, Science and Technology, Canadian Studies, Natural Resources and Environment, Economy and Law.

Participants are housed, along with a team of six educators on loan from schools, in the Youth Centre which is a permanent residential conference complex.

Registration fees are $250.00 for the one week Encounters with Candada program. Free transportation is provided to and from Ottawa through the Open House Canada program of the Secretary of State Department.

Reports from participants and leaders in this program have indicated that this is an excellent educational and social experience for young people across Canada. Unfortunately, there has been very little participation from students from our system and this is primarily due to an inability of schools to raise the necessary registration fees. The principals and the administration strongly support this program and recommend that trustees consider assisting students in our schools to become involved with it.

**Recommendation**

That the Board provide funding which would permit at least one student from each secondary school to attend the Terry Fox Canadian Youth Centre during 1986.

Prepared and Submitted By: K. A. Rielly

Approved By: A. J. Krever

Education Centre
100 Main Street West
Hamilton, Ontario

1985 12 01

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Cardinal Heights French Immersion Grade 8 Students
From Elementary to Secondary

Background

The following recommendations were approved in October 1981:

1. That, if enrolment warrants, the French Immersion Program be continued in grades 9 and 10 in the composite secondary school closest to the schools offering the K-8 French Immersion Program. A two year commitment to the program will be requested of the students and their parents.

2. That French Immersion students receive instruction in French in three of their eight courses in grade 9, one course being Français and the other courses being two of Historie, Géographie, Mathématiques or Sciences. The same ratio of French course offerings (three courses out of eight) would continue in Grade 10.

Hamilton's first French Immersion students have progressed from Earl Kitchener to Ryerson to Westdale Secondary School and are presently in Grade 10. The second group of French Immersion students attended Pauline Johnson and are presently in Grade 8 at Cardinal Heights.

The program for the lower city, offered at Westdale for French Immersion students is:

Grade 9 - Français, Histoire, Sciences
Grade 10 - Français, Géographie, and Mathématiques
Grade 11/12 - The recommendation will be brought forward in another report.

A similar program of instruction in French for the upper city would continue in a second secondary school if approved.

The small enrolment in French Immersion has made it impossible to offer most optional subjects as a French Immersion experience: The subjects offered to this point have been concentrated on the compulsory courses in keeping with the requirements of O.S.I.S.

Presently, the number of students enrolled in the French Immersion Grade 8 program at Cardinal Heights is nineteen. These students will be graduating and entering a secondary school in September, 1986.

The following chart shows the enrolment forecasts for French Immersion in September 30 each year.

| | Cardinal Heights | An Upper City Secondary School (to be selected) | | | |
|---|---|---|---|---|---|
| | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 1985 | 19 | - | - | - | - |
| 1986 | 20 | 16 | - | - | - |
| 1987 | 20 | 17 | 15 | - | - |
| 1988 | 22 | 17 | 16 | 14 | - |
| 1989 | 38 | 19 | 16 | 15 | 13 |
| 1990 | 38 | 35 | 18 | 15 | 14 |

The charts illustrates that there will be a small cohort of students graduating from Cardinal Height's Grade 8 for the next 4 years. By 1989 there will be a significant increase in the number of students graduating from Cardinal Heights School. This increase reflects the stronger kindergarten base in this program commencing in 1981. This larger graduating class will continue after 1990.

There appears to be four possibilities available for students leaving Cardinal Heights French Immersion:

A Attend Hill Park Secondary School commencing September 1986

B Attend Westdale Secondary School commencing September 1986

C Attend Westdale Secondary School commencing September 1986, then when numbers in Grade 8 warrant, attend Hill Park Secondary School commencing in September 1990

D Attend Ecole Secondaire Georges P. Vanier September 1986.

The following are some important considerations concerning these 4 possibilites:

A. Hill Park

There is an expectation on the part of students and parents that the program will continue into Grade 9 at Hill Park. This school is centrally located on the mountain and is well served with transportation routes. Presently, of the 19 students in Grade 8, eight live west of West Fifth Avenue, eight live east of Upper Gage Avenue, and three live in the Hill Park area.

The Board would have to support a program for the next four years, at the Grade 9 level, where the enrolment for French Immersion courses would be fairly low. The decline indicated in the enrolment forecast chart is a maximum projection.

The resources required for a new secondary school to offer this program would include supplies and materials in French for classrooms used for the eventual 10 courses; development of a French component in the library containing books for reading, research, and reference; and appropriate staffing requirements. These costs would be distributed over a four year period--first year 3 courses, second year 3 courses, third year at least 2 courses, and the fourth year, at least 2 courses.

B. Westdale

The students from Cardinal Heights School would combine with the students from Ryerson School to provide a stronger base for program offerings (see Appendix A). Many of the resources -- classroom materials, library books, and staffing -- have already been provided as six courses are in place. Program offerings in the senior division could be increased to meet the different needs that the students encounter in planning career programs.

Since most of the students have been in the same class grouping for many years, the selection of this school would permit greater social mixing for students. Presently, 4% of Westdale's total enrolment come from the mountain area.

There is a possibility that even if bus tickets were provided, not all upper city students will opt for Westdale School.

The selection of one secondary school centre does have certain advantages: better utilization of human resources, no duplication of resources and services, a more equitable balance of class size English/French Immersion, and a stronger, more viable program for students.

C Westdale for four years, then Hill Park as enrolment increases

This arrangement would address the small enrolment situation, then the establishment of a French Immersion secondary school centre in the upper city for the future.

D Georges P. Vanier

Students graduating from Grade 8 have the option of applying to a French language secondary school. A student can be admitted to a French-language instructional unit/school if his/her admission is approved by the admissions committee appointed by the Board.

It should be noted that a student not wishing to continue in this program would take the regular English program in Grade 9 in his community secondary school.

As the French Immersion program grows, reports will be brought to the Education Management Committee that will address middle schools, secondary school program in the east end, as well as senior division programming.

RECOMMENDATIONS

It is recommended:

1. That the French Immersion students graduating from Cardinal Heights School attend Westdale Secondary School commencing September 1986 to September 1989.

2. That, conditional on the maintenance of the present enrolment pattern, a French Immersion secondary school program be established at Hill Park Secondary School effective September 1990 to serve the upper city.

Submitted by: R. A. Kennedy, Area Superintendent of Education

Approved by: A. J. Krever, Director of Education

# ENROLMENT FORECAST for FRENCH IMMERSION

## September 30th, each year

| | YEARS | RYERSON SCHOOL (Grade 8) | CARDINAL HEIGHTS SCHOOL (Grade 8) | TOTAL |
|---|---|---|---|---|
| Actual | 1983 | 33 | -- | 33 |
| | 1984 | 24 | -- | 24 |
| | 1985 | 35 | 19 | 54 |
| Forecast | 1986 | 38 | 20 | 58 |
| | 1987 | 33 | 20 | 53 |
| | 1988 | 37 | 22 | 59 |
| | 1989 | 38 | 38 | 76 |
| | 1990 | 37 | 38 | 75 |

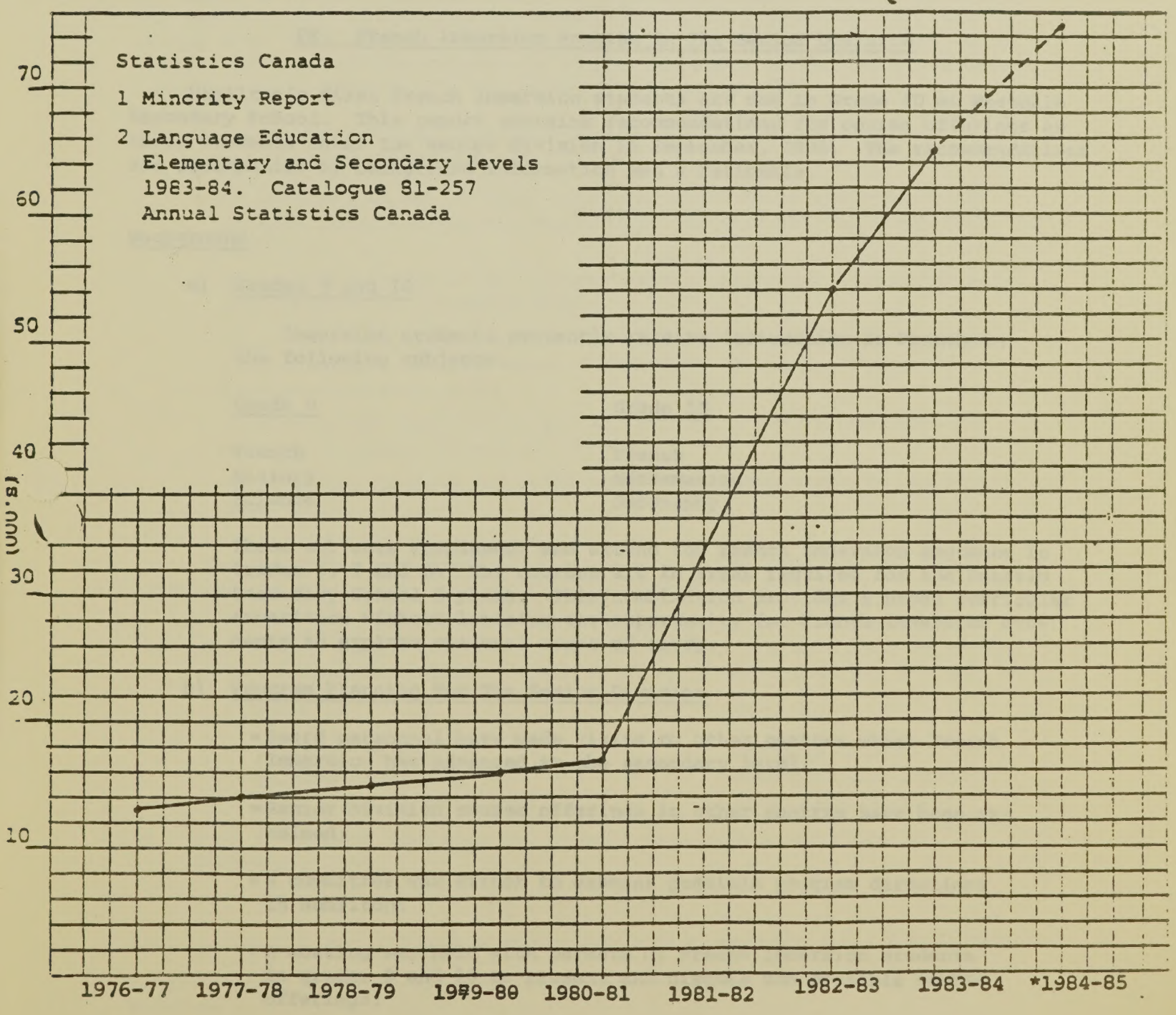
## II ENROLMENT IN THE FRENCH IMMERSION PROGRAM

-as of September 30, 1975 to 1985

| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| LOWER CITY | | | | | | | | | | | |
| A. M. CUNNINGHAM | | | | | | | | | | | |
| Kindergarten | | | | | | | | 43 | 35 | 51 | 49 |
| Grade One | | | | | | | | | 37 | 30 | 45 |
| Grade Two | | | | | | | | | | 36 | 26 |
| Grade Three | | | | | | | | | | | 32 |
| EARL KITCHENER | | | | | | | | | | | |
| Kindergarten | 50 | 46 | 50 | 50 | 49 | 50 | 60 | 49 | 50 | 50 | 58 |
| Grade One | | 45 | 42 | 50 | 49 | 48 | 47 | 56 | 53 | 56 | 48 |
| Grade Two | | | 39 | 40 | 46 | 43 | 43 | 48 | 51 | 51 | 49 |
| Grade Three | | | | 35 | 34 | 45 | 44 | 40 | 47 | 53 | 49 |
| Grade Four | | | | | 30 | 33 | 41 | 44 | 35 | 44 | 45 |
| Grade Five | | | | | | 32 | 27 | 35 | 41 | 39 | 42 |
| GEORGE R. ALLAN | | | | | | | | | | | |
| Kindergarten | | | | | | | | | | 49 | 42 |
| Grade One | | | | | | | | | | | 48 |
| RYERSON | | | | | | | | | | | |
| Grade Six | | | | | | | 30 | 25 | 38 | 39 | 35 |
| Grade Seven | | | | | | | | 32 | 30 | 39 | 41 |
| Grade Eight | | | | | | | | | 33 | 24 | 35 |
| TOTAL - LOWER CITY | 50 | 91 | 131 | 175 | 208 | 251 | 292 | 372 | 450 | 561 | 644 |
| B. UPPER CITY | | | | | | | | | | | |
| PAULINE JOHNSON | | | | | | | | | | | |
| Kindergarten | | | 33 | 38 | 29 | 43 | 50 | 44 | 47 | 50 | 49 |
| Grade One | | | | 28 | 34 | 26 | 41 | 45 | 42 | 45 | 52 |
| Grade Two | | | | | 25 | 31 | 23 | 35 | 40 | 39 | 46 |
| Grade Three | | | | | | 25 | 28 | 22 | 31 | 39 | 36 |
| Grade Four | | | | | | | 28 | 26 | 26 | 25 | 40 |
| Grade Five | | | | | | | | 29 | 20 | -- | -- |
| PEACE MEMORIAL | | | | | | | | | | | |
| Kindergarten | | | | | | | | | | 18 | 39 |
| Grade One | | | | | | | | | | | 21 |
| CARDINAL HEIGHTS | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | 18 | 22 |
| Grade 6 | | | | | | | | | 25 | 20 | 20 |
| Grade 7 | | | | | | | | | | 22 | 20 |
| Grade 8 | | | | | | | | | | | 21 |
| TOTAL - UPPER CITY | | | 33 | 66 | 88 | 125 | 170 | 201 | 231 | 276 | 366 |
| TOTAL - ELEMENTARY | 50 | 91 | 164 | 241 | 296 | 376 | 462 | 573 | 681 | 837 | 1010 |
| C. SECONDARY | | | | | | | | | | | |
| WESTDALE S.S. | | | | | | | | | | | |
| Grade 9 | | | | | | | | | | 28 | 26 |
| Grade 10 | | | | | | | | | | | 25 |

## Graph 1

## Enrolment in French Immersion in the Province of Ontario 1976-1985




*1984-85 projected.
Source: 1983-84 Stats Canada (1976-1983)

December, 1985

To the Chairman & Members
Education Management Committee
The Board of Education For The
City of Hamilton

Ladies & Gentlemen:

RE: French Immersion Program In The Senior Division

Hamilton's first French Immersion students are now in Grade 10 at Westdale Secondary School. This report contains recommendations for course offerings as these students enter the senior division in September, 1986. The recommendations are accompanied by background information and a rationale.

## Background

### a) Grades 9 and 10

Immersion students presently receive instruction in French in the following subjects:

| Grade 9 | Grade 10 |
|---|---|
| French | French |
| History | Mathematics |
| Science | Geography |

These subjects complement and extend the French Immersion sequence in Grades 6, 7 and 8. The courses are in areas required for the Ontario Secondary School Diploma. This combination provides a broad curricular experience without limiting the opportunity for French Immersion students to explore optional areas of study.

### b) Program Planning For The Senior Division

- Board personnel have made visits to other centres where French Immersion has advanced to the secondary level;
- Senior division course offerings in other centres have been examined;
- A committee was struck to examine possible program directions in Hamilton;
- A meeting was held with parents of French Immersion students in grades 9 and 10 to present and discuss the possible course offerings;
- A questionnaire was prepared to ascertain parent/student reaction.

.../2

Rationale/Comments

Students at this stage have differing career goals. This makes it difficult to offer a limited number of courses in French which will satisfy the needs of all. The relatively small numbers of students in the lead groups also limit what can be offered in terms of viable class size. As a result, the courses recommended for French Immersion in the senior division have been selected with the following objectives in mind:

- to provide program which builds upon the experience in the intermediate division;
- to provide program in areas which the majority of students intend to study and/or which are required by all students for graduation (OSSD);
- to provide balance in the French-language experience (language arts and non-literary language use);
- to provide a program base for French Immersion which allows student specialization in other areas (humanities, business, technical studies, sciences, etc.);
- to provide the opportunity for maintaining a 40% French Immersion program in grades 11 and 12.
- to provide a program for which the staffing requirements can be met reasonably.

The following recommendations are respectfully submitted for your approval:

1. That French Immersion students receive instruction in French in three of their courses in Grade 11 and in three of their courses in Grade 12:

| Grade 11 | Grade 12 |
|---|---|
| Français (F1F3A | Français (F1F4A) |
| Mathématiques (MAT3AF) | Mathématiques (MAT4AF) |
| Arts dramatiques (ADA3AF) | Homme dans la société (NSO3AF) |

2. That the French Immersion OAC be made available to students in September, 1988.

Prepared by: J. Hill, Lanaguages Supervisor & R. Kennedy, Area Superintendent

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

# REPORT OF THE

# FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustee Vine;
Mesdames Barker and Garon; Miss Lapointe; Mr. Desmarais.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent).

The Committee recommends:

## PART I

(a) That the Accommodation Committee investigate all alternatives to provide a self-contained French-language instructional unit for Ecole Secondaire Georges P. Vanier.

(b) That the French Language Advisory Committee extend to Mr. Hubert Paquin their appreciation for the efficient and courteous manner in which he conducted the business of the committee in the past year.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Meeting Room,
1985 11 20.

100 Main Street West
Hamilton, Ontario
1985 12 03

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

**Re: Review of the Special Education Advisory Committees**

**Background**

The Education Act in Section 74 stipulates that a divisional board such as Hamilton shall establish an advisory committee on schools for the trainable retarded pupils. The Act goes on to point out that a Board may discontinue such a committee if the Board appoints one member from a local association for the mentally retarded to the Special Education Advisory Committee.

At the present time, there remains three options relative to Special Education Advisory Committees available to the Board:

1. Establish an Advisory Committee for the Trainable Retarded, and establish a Special Education Advisory Committee. (Our current situation.)

2. Discontinue the Advisory Committee for the Trainable Retarded and form one Special Education Advisory Committee as permitted in section 74 (1)(2a).

3. Combine the Special Education Advisory Committee and the Advisory Committee for the Trainable Retarded (3 members of the Association for the Mentally Retarded would be members of SEAC; all other associations or organizations would only have one representative).

**Chronological Events**

November, 1981 - The following motions were CARRIED by the Board:

- That the Board establish in the 1982 calendar year a committee for the trainable retarded and a Special Education Advisory Committee
- That the Committee structure be reviewed completely in two years. (The purpose of this motion was to determine the feasibility of moving to a one-committee structure.)

In November, 1983, a report was presented to the Education Management Committee based on recent past experience which indicated that the interests of Special Education could be best met through a single, co-ordinated committee. It was felt that monitoring special education programs and services through one committee would ensure that the totality of special education needs were being addressed. It was also felt by administration that no one exceptionality should take precedence over other exceptionalities and all exceptional students should be treated well and alike.

Furthermore, at the Board meeting of November, 1983, the following motions were CARRIED:

That both the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee be maintained until December, 1985, and, at that time, the matter be reviewed.

That the Special Education Advisory Committee supports the recommendation of the Trainable Retarded Children's Advisory Committee that both the Trainable Retarded Children's Advisory Committee and the Special Education Advisory Committee be maintained until December, 1985, and, at that time, the matter be reviewed.

**Recent Events**

Members of both our Special Education Advisory Committees have been most conscious of the possible merger of these two committees (SEAC/TRAC) during the past two years. There has been a significant degree of discussion and debate during the past few months.

On 1985 06 24 at the Trainable Retarded Advisory Committee the following motion was CARRIED:

- That the Trainable Retarded Children's Advisory Committee maintain the status quo and not merge with the Special Education Advisory Committee.

On 1985 09 23 at the Special Education Advisory Committee, the following motion was LOST:

- That the Trainable Retarded Children's Advisory Committee merge with the Special Education Advisory Committee effective 1985 12 01.

**Summary and Recommendation**

The aforementioned two motions reflect a lack of support from a majority of the Advisory Committee membership at this time. While administration respects the wishes of their Advisory Committee, we still must take into account the following:

- recent committee discussions seems to indicate that the committee members may consider merger in the future,
- there appears to be a degree of duplication between the two committees,
- the Ministry of Education is currently reviewing the special legislation that relates to programs for the trainable retarded and it may well be that specific legislation for the Trainable Retarded will be integrated into the Act and Regulations and not appear as an isolated disability,
- it has been reported that 6 of the 75 Boards of Education, or ninety-two percent of the Boards in the province, have one Special Education Advisory Committee, and finally
- administration still feels that a single committee approach is most desirable and the needs of special education students can best be met through one co-ordinated committee that assumes responsibility for all matters pertaining to exceptional pupils.

Therefore, we recommend:

That the Advisory Committee for the Trainable Retarded and the Special Education Advisory Committee continue to function for one additional year at which time the Board consider the legislative option 74 (1)(2a) that will discontinue the Advisory Committee for the Trainable Retarded.

Submitted by: P. S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director

rm

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1985 11 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

**PART II**

I have the honour to present the following recommendations for your approval:

**Superintendent of Operations**

(a) That the following teachers be appointed to the Probationary Staff, effective 1986 01 06, with salaries according to schedule:

Miss Anna Bozzo (.5)

Mrs. Janet Dickenson (.5)

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Carol Balint, 1985 11 18 to 1985 12 31 (.5)

Mrs. Christine Beckett, 1986 01 01 to 1986 02 28 (.5)

Mrs. Lenore Besman, 1985 12 01 to 1986 03 28 (.5)

Mrs. Marcia Brazel, 1986 01 01 to 1986 06 27

Mrs. Lucy Cook, 1986 01 01 to 1986 03 21

Mrs. Brenda Dagg, 1985 12 02 to 1986 01 31 (.5)

Ms. Joanne Eaton, 1985 11 18 to 1986 04 25

Mrs. Sandra Gray, 1986 01 01 to 1986 06 27

Miss Susan Hill, 1986 01 01 to 1986 06 27

Mr. Kevin Jones, 1985 11 04 to 1986 06 27

Mrs. Pamela Swietek, 1985 10 09 to 1985 12 20

Mrs. Sharon Watson, 1985 11 21 to 1986 05 16 (.5)

(c) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Brenda Agostini, 1985 09 16 to 1985 10 25 (1.0)
1985 10 28 to 1985 11 01 (.5)
1985 11 04 to 1985 11 22 (1.0)
1985 11 25 to 1986 12 20 (.5)

Mrs. Kimberley Carlsen, 1985 12 02 to 1986 04 03

Mrs. Diane Parente, 1985 09 03 to 1986 01 31

(d) That the following teachers be transferred to Permanent Staff, effective 1986 01 01:

Mrs. Marie Francoise Cyr

Mrs. Linda Walker

(e) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Mrs. Linda Furry-Cheong, 1986 01 06

Mrs. Elaine Marshall, 1986 01 06

Mrs. H. Anne McFarlane, 1986 01 06

Mrs. Vilia Milic, 1986 01 06

Mrs. Debra Vergara, 1985 11 04

(f) That the requests of the following teachers for Maternal Leaves of absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Linda Charko, 1986 01 06 to 1986 05 02

Mrs. Lynn De Jong, 1986 01 06 to 1986 05 02

Mrs. Vicki Harmer, 1985 12 30 to 1986 04 25

Mrs. Victoria Kovacevic, 1986 01 06 to 1986 05 02

Mrs. Lynda Pereira, 1985 12 23 to 1986 03 21

(g) That the requests of the following teachers for Maternal Leaves of Absence, be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Mrs. Susan Pilip, 1986 01 06 to 1986 08 31

Mrs. Catherine Scott, 1985 11 01 to 1988 02 29

Mrs. Carrie Tyrosvoutis, 1986 01 06 to 1986 08 31

(h) That the requests of the following teachers for Adoption Leaves of Absence, effective as shown, be granted:

Mrs. Janice Park, 1985 11 21 to 1986 05 16

Mrs. Jane Pogson, 1985 11 04 to 1986 08 31

(i) That the requests of the following teachers for an extension of Leave of Absence, effective as shown, be granted:

Mrs. Judy Lampman, 1986 01 06 to 1986 08 31

Mrs. H. Anne McFarlane, 1985 12 02 to 1985 12 31

(j) That the timetables of the following teachers be increased, effective as shown:

Mr. Jay Kyle, from .9 to 1.0 -- 1985 12 01

Mrs. Arlene Outlaw, from .5 to 1.0 -- 1986 01 01

(k) That the following trips be approved:

(i) C. B. Stirling, Grade 8, Ottawa, Ontario, 1986 06 11-13 (Wednesday to Friday)

(ii) Glen Brae, Grades 7 and 8, Quebec City, Quebec, 1986 05 28-31 (Wednesday to Saturday)

(iii) Lake Avenue, Grades 6 and 7, Outdoor Education, Camp Wanakita, 1986 02 02-05 (Sunday to Wednesday)

(iv) Lawfield, Grade 7, Outdoor Education, Camp Wanakita, 1986 02 23-26, (Sunday to Wednesday)

**Superintendent of Curriculum & Special Services**

(a) That the action of the Superintendent of Curriculum & Special Service in permitting one teacher to attend the "Nurturing Readers and Writers Conference" held at Toronto, Friday, 1985 11 22 and that $55.00 towards registration and expenses be paid, be approved.

(b) That the action of the Superintendent of Curriculum & Special Services in permitting one teacher to attend the "Careers in Agri-Food Conference" held at Toronto, Friday, 1985 11 15 and that $25.00 for travel expenses be paid, be approved.

(c) That one staff assistant, five consultants of Primary/Junior Education and one consultant of English, three principals and eight teachers attend the "Reading for the Love of It Conference" to be held at Toronto, Thursday, 1986 02 13 and Friday, 1986 02 14 and that $130.00 each be paid towards registration and expenses.

(d) That three Primary/Junior Consultants, one English consultant, one principal and eight teachers attend the "Reading '86 Conference" to be held at Toronto, Thursday, 1986 02 20 and Friday, 1986 02 21 and that $160.00 each be paid towards registration and expenses.

(e) That one teacher attend the "OCLEA - Improving Classroom Ties Conference" to be held at Toronto, Thursday, 1985 12 05 to Friday, 1985 02 06 and that $235.00 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That 1 teacher attend the Philosophy for Children Workshop to be held in Toronto on Friday, 1986 01 24 and that $45 be paid towards the cost of registration and expenses.

100 Main Street West
Hamilton, Ontario
1985 12 03

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

**Re: Computers and Children Project**

The Ministry of Citizenship and Culture developed a new program, The Computers and Children Project, in the Fall of 1984 for the purpose of providing children in Ontario with access to computers. During the past year, over 3,500 computers have been either distributed or committed to 310 community organizations throughout the province.

The North Central Community School Association's proposal was accepted by the Ministry and received this Board's approval in December, 1984 to operate a community computer centre at Robert Land.

It was the intent of the Ministry and the North Central Community School Association to have the Centre in operation by late Spring, 1985. However, it would appear that due to the provincial election and the change in government, the Ministry was unable to proceed as scheduled. Further action relative to the "Community School" proposals was initiated by the Ministry on September 19, 1985.

At a recent meeting in November, 1985 with the Ministry co-ordinator for the Computers and Children Project, we were informed that the North Central Community School would be receiving 14 computers by mid-December. In addition, the proposal of the Doors of Friendship Community School Association, located at Parkdale, had been accepted by the Ministry and, pending the Board's approval, would be receiving 15 computers in December, 1985.

Ministry approval and support of a Computer Centre at the Doors of Friendship Community School are based upon the understanding that the Board's contribution will be similar in intent to that of the North Central Community School:

(a) the provision of appropriate space and security,
(b) the provision of operating services, e.g. electricity, heating, etc.,
(c) the insurance, maintenance and repairs related to the microcomputers,
(d) assistance with in-service, training as deemed appropriate by administration.

We have been informed by the Ministry that those Computer Centres operated by Community Schools are proving to be ideal locations. In-house teachers and community association resources, in concert with the host Board's contributions, are allowing for a more direct and efficient facilitation of programming for the children and adults of the surrounding area.

The establishment of a Computer Centre at the Doors of Friendship Community School will be of benefit to:

- the students and staff of Parkdale School
- the children in the schools of that area
- adults of all ages throughout the adjacent communities

The basic expectations of the Ministry relative to children's free time are that the host school will schedule a **minimum** of 6 hours per week of free time in school hours, and that the Community School Association will provide children with 2 hours of free time a day during out-of-school hours (before nine, noon-hour and after four).

It is also understood that, should the Community School Association fulfill the intent of the contract to the Ministry's satisfaction, all computers and related software supplied by the Ministry shall become the property of the Hamilton Board of Education after three years.

**Recommendations**:

1. That the Board of Education for the City of Hamilton support the establishment of a community based computer centre located at Parkdale School.

2. That the Board of Education for the City of Hamilton assume the responsibility for providing space, insurance and operating costs related to hardware only.

3. That the Community School Worker be asked to assume the role of Co-ordinator of the Computers and Children Project on a part-time basis.

Prepared and Submitted by: P. S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever
Director

rm

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1985 12 03

To the Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

In November, 1984, a comprehensive report dealing with Compensatory Education was presented to the Board. This report contained four recommendations, all of which were accepted by the Board. The recommendation concerning the appointment of two school social workers has been acted upon and will be reviewed in February and June, 1986. The remaining three recommendations referred to the following:

- the completion of "A Study of Weighting Factors for the Identification of Schools Requiring Additional Education Support"
- staffing and budgetary recommendations relative to the schools identified
- the initiation of an in-service program for personnel in the schools identified

This report addresses the above three areas and contains specific recommendations designed to operationalize an effective compensatory education program.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education.

## A. A Study of Weighting Factors for the Identification of Schools Requiring Additional Educational Support

WEIGHTING FACTORS

During the 1984-1985 school year and early in the 1985-86 school year, the Research Services Department conducted a study designed to examine factors which might prove useful in identifying schools which may require additional educational support. The criteria discussed in this report include reading achievement, general achievement, learning capacity, non-promotion of pupils, and pupil mobility. Together, these criteria indicate the diversity from school to school in pupils' ability to do school work, the variation in the results of pupils' work (reading and promotion) and the mobility of students.

In order that the criteria used in this ranking may be more meaningfully understood, a brief explanation of each follows.

READING SKILLS

As assessment of the reading skills of pupils in Hamilton schools is carried on annually through a standardized test program administered in a number of grades. The results of the tests are then analyzed by the Research Services Department. For the purpose of this study, reading index scores were calculated and schools were ranked. These rankings were then included with rankings of the other criteria selected for this study which, when combined, could become the criterion for selecting schools which need additional educational support.

ACHIEVEMENT

The Canadian Achievement Test is an example of a standardized school achievement test. As with most broad-based achievement tests, it was made up of items gathered from many school areas which are believed to be important to each specific grade where the test is to be administered in the many subject areas to be assessed. Subject areas included are reading (comprehension and vacabulary) spelling, language (mechanics and expression), and mathematics (computation, concepts, and application).

In general, achievement tests provided scores for students which compare students' results with a large group of students from a large geographical area. The results of the C.A.T. were analyzed by the Research Services Department and each school was ranked. Again, scores were arranged from lowest to highest and the ranks were then included with ranks of the other criteria in arriving at the decision as to which schools were most in need of additional educational support.

**LEARNING CAPACITY**

The learning capacity of children in Hamilton elementary schools is assessed by means of group tests. Results were analyzed in detail by the Research Services Department and the average learning capacity for each school was calculated from the available scores. Again, scores were arranged from the lowest to highest and the ranks were combined with ranks from other areas used in this study.

**PROMOTION**

Although promotion standards vary in a minor way from school to school, it is felt that for the system as a whole, the students in each class have similar abilities and have demonstrated similar achievement. Promotion records for all schools were forwarded to the Research Services Department and these records were examined and summarized. For each school, the number of pupils who were not promoted (or who completed less than one year's work) was compared with the June 30 enrolment. For the purposes of this study, schools were then ranked from the school with the highest percentage of students not promoted to the school with the lowest percentage not promoted.

**PUPIL MOBILITY**

There is little doubt that pupils moving in to and out of classes seriously affects the educational progress of both themselves and their classmates. Some pupils move several times in a year and some classes show a greater than 59% turnover of new students in a year. Pupil mobility is one of the most disturbing elements of the demographic characteristics affecting education. Certainly, demographic criteria such as unemployment of parents, family breakdown, percentage of owner-occupied dwelling and occupation of the worker(s) in the family will have high positive correlations with pupil mobility and, conversely, low correlations with pupil achievement, but for purposes of this study,

"transfers-in" to a school provided information used to develop the social index scale for ranking schools related to pupil mobility.

The majority of the final weighting factors is based on pupil achievement, learning capacity and reading ability (the fundamental issues of school work). It must be recognized that many children will perform satisfactorily in schools despite adverse demographic factors and, consequently, such factors should not be emphasized unduly.

In summary, it can be seen that the extensive study, conducted by Research Services, included five factors. These were:

- **reading achievement (Gates-MacGinitie)**
- **general achievement (Canadian Achievement Test)**
- **learning capacity (Henmon-Nelson)**
- **success in school (average promotion rates)**
- **social factors (pupil mobility)**

**E.N.O.C. PROGRAM**

In the past, the E.N.O.C. program has helped to meet the needs of eight of our schools requiring additional educational support. The study conducted by Research Services clearly identifies seven of the E.N.O.C. schools as still being in need of additional educational support. If we exclude middle schools from consideration at this time (but include J.K. through Grade 5 of all grade schools), the study clearly identifies seven further schools requiring additional educational support. This would create a total of fourteen schools as opposed to the present eight schools. A recommendation to this effect will be found later in the report.

B. In-Service

The Compensatory Education report which was presented to the trustees in November, 1984, contained a section entitled, "Problems Which Inhibit Teaching/Learning in an Inner-City School". Among the areas researched were included the following:

- environment (dwellings in close proximity, industry, social and cultural deprivation, hostility, aggression, crime, family breakdown)
- social skills (solving problems by violence, lack of classroom harmony)
- self-discipline (require constant supervision and encouragement, anger, resentment, frustration)
- counselling (need for school social workers)
- experiential background (many experiential deficits which inhibit oral language and basic thinking skills)
- teaching methodologies (to assist the disadvantaged learner)

If a compensatory education program is to be effective, it must contain an in-service component for principals and teachers who are working in the designated schools. Much work is already being done in this regard, especially relative to the concept of non-gradedness in the primary division. In this regard, it is essential that all efforts be co-ordinated through the Primary-Junior Department in order that the best resources be provided along with the most effective use of time (e.g. Professional Activity Days, in-service during school and after school hours). In order to accomplish this, a specifically designated compensatory education in-service budget would have to be established. A recommendation to this effect is included in this report.

C. Summary

This report and the accompanying recommendations represent the second of a three-phase compensatory education program. Briefly, the three phases include the following actions:

Phase #1 (1984-1985)

- the presentation of a comprehensive report dealing with all aspects of compensatory education (November, 1984)
- continued research and involvement with Inner-City conferences (e.g. Winnipeg, Ottawa)
- visitations to inner-city schools in other jurisdictions
- continued liaison with the Primary-Junior Department
- appointment of two school social workers (Sept. 1985)

Phase #2 (1985-1986)

- completion of study "Weighting Factors for the Identification of Schools Requiring Additional Educational Support" (October, 1985)
- report/recommendations to the Board relative to schools in need of additional educational support (December, 1985)
- recommendation to the Board relative to the establishment of an in-service budget for compensatory education (December, 1985)
- review of school social workers pilot project (February and June, 1986)

Phase #3 (1986-1987)

- completion of study "Weighting Factors for the Identification of Schools Requiring Additional Educational Support" (October, 1986)

- report/recommendations to the Board relative to the following:

  (i) identification

  (ii) in-service provided/required

  (iii) school social workers

  (iv) budgetary allocations

  (v) staffing allocations

  (vi) future plans for compensatory education program

  (November, 1986)

RECOMMENDATIONS

1. (a) That the budgetary and staffing allocations formerly afforded the eight E.N.O.C. schools be applied to the fourteen schools shown to be most in need of additional educational support as supported by the study entitled, "A Study of Weighting Factors for the Identification of Schools Requiring Additional Educational Support".

1. (b) That an amount not to exceed $20,000 be included in the budgetary allocations outlined in Recommendation 1(a) in order to establish a "Morning Nourishment Program".

(see Appendix A)

2. That a budget of $9,500. be allocated for the establishment of an in-service program designed for all personnel assigned to those schools identified in Recommendation #1.

(see Appendix B)

Note: Number of staff involved: 122 (grade); 57 (other)

Number of students involved: 3102 (grade); 1249 (J.K. S.K.)

A. 1985 E.N.O.C. BUDGET

| | |
|---|---|
| Instructional Supplies: | $24,480. |
| Field Trips: | 16,913. |
| Classroom Text/Reference Books: | 3,000. |
| TOTAL: | $44,393. |

Should we move to 14 identified schools as opposed to the present 8, the total would be approximately $81,000.

In addition to the recommended budget, a special funding for morning nourishment is also recommended. Such programs have already been experimented with in some of our inner-city schools. Following is the rationale of one of our principals who has operated such a program:

- studies have shown that the lack of a proper balanced diet has an influence on cognitive, affective, behavioural learning and skill acquisition.
- some families in this community lack the economic resources to provide an adequate breakfast for their children before sending them off to school.
- frequently these children arrive at the school unfed, restless, angry and even aggressive.
- being involved in a "Breakfast Club" program, where they can quietly sit at a table and receive basic nourishment, means that these children return to their classroom with improved attitudes and emotional control.
- consequently, they have the potential to function at an acceptable level cognitively, affectively and behaviourally.
- to support this type of programme as an essential part of Compensatory Education may not only be our social responsibility but also an opportunity for us to make a difference in the lives of children.

In order to provide an adequate morning nourishment program for those students in the Grade 1 - 5 classes, an amount not to exceed $20,000 would be required for the 3,000 plus students in the 14 identified schools.

B. At present, the practice is to staff the E.N.O.C. schools at a lower teacher/pupil ratio than that used across the system. This has been done since the inception of the E.N.O.C. program in order to better meet the needs of our inner-city schools. In order to extend this practice to the fourteen schools identified, an additional three (3) teachers would be required over the present staffing allocations.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GUIDELINES FOR 1986 E.N.O.C. BUDGET ITEMS

REGULAR DAY SCHOOL

Books and Film Purchases

| | |
|---|---|
| Read-to-Me Books | $ 1.55 per pupil in Jr. Kindergarten up to 2/3 enrolment |
| Paperbacks | $123.00 depending on size of school to $294.00 |

*SUPPLIES AND SERVICES

Instructional Supplies

| | |
|---|---|
| Principal Co-ordinator | $185.00 depending on size of school |
| Allowance (see note) | to $367.00 |

Note: expenditures according to Board policy

Reinforcement of Small Equipment (under $200.00)

| | |
|---|---|
| Junior Kindergarten | $116.00 per class |
| Senior Kindergarten | $100.00 per class |
| Readiness | $100.00 per class |
| Primary Grades | $ 79.00 per class |
| Junior Grades | $ 79.00 per class |
| Senior Grades | $ 79.00 per class |
| Special Education | $ 86.00 per class |
| Reading Assistant Materials | $400.00 |
| Clubs | $ 2.15 per pupil |

Field Trips

| | |
|---|---|
| Trips | $ 5.75 per pupil |

| | |
|---|---|
| Junior Kindergarten Nourishment | $ budget set centrally |
| Milk (JK) | $ budget set centrally |

NOTE: Please be sure to place the -word- "E.N.O.C." after each item

* Expenditure Categories as in "Principal's Report" (BA33) - see example attached.

Don Rothwell,
Area Superintendent of Education

1985 06 04

BREAKDOWN OF IN-SERVICE COSTS

| | |
|---|---|
| Outside Speakers: | $ 750. |
| Supply Coverage: | $4,000. |
| Supplies/Equipment: | $2,000. |
| Visitations: | $ 750. |
| Expenses re Meetings: | $2,000. |
| Total: | $9,500. |



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